### Table of Contents

Evaluator Overview ........................................................................................................... 2
Becoming an Evaluator ....................................................................................................... 2
Code of Ethics .................................................................................................................. 2
Types of Evaluation Visits ............................................................................................... 2
Chair Responsibilities ....................................................................................................... 2
Team Member Responsibilities ......................................................................................... 2
Pre-Visit Team Meeting ................................................................................................... 2
Report Writing Expectations ............................................................................................. 3
Final Report ..................................................................................................................... 3
Evaluator Travel and Reimbursement ............................................................................. 3
Evaluation Visit Meeting Room Materials ....................................................................... 3
A Typical Evaluation Visit ............................................................................................... 4
Guidelines for Team Activities ......................................................................................... 4
  
  Team Chair .................................................................................................................. 5
  Student Relations Specialist ......................................................................................... 6
  Educational Activities Specialist ............................................................................... 7
  Distance Education Specialist .................................................................................... 7
  Program Specialist ..................................................................................................... 8
General Interviewing Guidelines ..................................................................................... 11
  Faculty Meetings ....................................................................................................... 11
  Student Interviews .................................................................................................... 12
Evaluation Report Guidelines ......................................................................................... 13
Report Writing Guidelines 2020 .................................................................................... 15
Evaluator Overview
https://www.acics.org/evaluators-overview

Becoming an Evaluator
https://www.acics.org/evaluators-becoming

Code of Ethics

Types of Evaluation Visits
https://www.acics.org/accreditation-applications-forms

Chair Responsibilities

Team Member Responsibilities
Team members work independently on their assigned sections with the chair and ACICS staff assisting as needed. An evaluation report is drafted when each member has gathered the necessary information. The report should be detailed, accurate, and thorough, with all findings supported by specific evidence. It should cover all aspects of the campus’s operations, including strengths and areas in which the campus does not meet Council standards. All sections of the report are read and discussed by all members of the team prior to departure.

Each program offered by the campus is evaluated by a subject specialist. Each new program offered is reviewed by an evaluator with the required expertise. If possible, program reviews are combined for efficiency. The evaluator is accompanied by the staff member who coordinates the visit and assists as described. If the visit is not conducted in conjunction with a full-team visit, the staff member conducts the exit conference and prepares the final report using the appropriate report template. During a renewal of accreditation visit, subject specialists are invited to serve on the team for each specialized program. The staff member determines if the new program specialist needs to serve for the entire length of the evaluation visit or simply for the one-day program review.

During the visit, the main role of staff is to assist team members in interpreting and applying the Accreditation Criteria. Staff may assist with gathering information as time provides but are not responsible for writing any section of the team report besides the publication and Students on Restricted Visa sections. They also ensure that all areas of the campus’s operation are reviewed and that institutional representatives understand ACICS accreditation standards. Staff and the chair communicate areas of concern or potential findings to the chief on-site administrator throughout the evaluation process, giving the campus an opportunity to address these areas prior to the exit conference, as appropriate.

Pre-Visit Team Meeting
*The following topics are to be covered by the team chair and/or the staff representative:*
  - Introduction of team members and their academic/experiential background
• Visit purpose and review of the application, Update Report, and campus/institution history
• Materials sent to team members, including follow-up evaluation forms
• Expense and reimbursement procedures, if necessary
• Code of Ethics and proper conduct during the visit
• Visit time schedule, using the class schedule information provided to the chair during pre-visit communication
• Format for report writing and team report writing assignments
• Format and structure of the opening session with the campus director, including any questions to be asked during that session
• Format and structure of the exit session

Report Writing Expectations

The report writing and preparation guidelines are provided at the end of this manual.

• The team report templates – published on the ACICS website – are used to complete the individual sections. The final narrative report prepared by the chair will not identify each question number.
• 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.
• Evaluators must complete their assigned report sections prior to the end of the visit and provide copies of their report(s) to the chair and staff coordinator.
• Programs within the same field should be evaluated on one report with separations on details completed as appropriate or as directed by the team leadership.
• Information collected and recorded on reports cannot be shared with any party; a copy of the report should be maintained until the Council takes an action on the campus’s application.

Final Report

Each finding listed on the summary page should include the page number in the report where the detailed explanation can be found. The explanation should be preceded by the Accreditation Criteria section number(s) in bold and parentheses. This method of cross-referencing enables everyone who reviews the report (campus, commissioners, staff, IRC) to locate information easily. Page number references should be added after the final report has been prepared to ensure accuracy.

The chair prepares the final evaluation report, which should reflect the unanimous opinion of the team, and assumes final authority over content. He/she edits the draft of the team report, reviewing it carefully for typographical and grammatical errors and consistency in format, and then submits the final copy via email to visitreports@acics.org within five business days of the team’s review, retaining copies for his/her files. Following an extensive editorial process, a copy of the report is forwarded to the institution for its written response.

Evaluator Travel and Reimbursement


Evaluation Visit Meeting Room Materials

https://www.acics.org/process-evaluation-site-visit
A Typical Evaluation Visit

Evaluation visits differ, but the following activities are part of each visit, regardless of purpose.

1. 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

2. 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. Briefly discuss the planned activities of the day including each team member’s role
   e. Discuss any materials not available in the meeting room

3. Begin review by team members (individually and collectively)
   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 periodically as directed by the chair to share results of interviews and review of materials
   d. Student Surveys will be administered, and results generated, as part of the reporting process.

   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/staff as they are discovered. There are to be no findings identified at the exit conference that the institution was not made aware of prior to the exit.

4. Read team report as a group
   a. Discuss and agree on content of report
   b. Identify team findings that will require additional information from the campus
   c. List any recommendations to be included as an addendum to the evaluation report (if applicable)

5. Conduct exit conference with team and institutional representatives
   a. Team chair thanks school personnel
   b. Team chair summarizes the findings identified by the team that would require a response
   c. Staff representative explains the next steps in the evaluation process
   d. Evaluation formally ends

Guidelines for Team Activities

This outline is provided for team member guidance. Not all parts apply to all institutions. Team members use 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.
1. Interview chief on-site administrator
   a. Mission
      1) What is it?
      2) How is it achieved?
      3) Describe Campus Effectiveness Plan (CEP) and its relationship to the mission
   b. CEP (on-site administrator or coordinator)
      1) How was the plan developed?
      2) Discussion on specific areas
      3) Who is responsible for the implementation and monitoring?
      4) Progress reporting/review
      5) Evidence of evaluation
      6) Review of surveys and other supporting materials
   c. 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

2. Review and evaluate
   a. 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) Employee contracts, if applicable
      6) Evaluations
   b. Educational Facilities
      1) Buildings and grounds
      2) Classrooms, offices, and lounges
      3) Furniture and equipment
      4) Review code compliance documentation (fire, safety, sanitation)
5) Examine fire extinguisher inspection notes (check expiration dates), fire exits, and evacuation plan

**Student Relations Specialist**

1. Interview admissions director and representatives (as a separate group)
   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, e.g., 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?
   l. Observe at least one person designated to engage in recruitment activities conduct an initial phone screen and/or briefly observe an in-person interview with a prospective student.

2. Interview financial aid director and officers (separately)
   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. Describe the communication between the education and financial aid departments concerning satisfactory progress
   g. Review standards of SAP as stated in the catalog
   h. Explanation of refund policy and procedures (check actual withdrawals to be randomly selected by team member)
   i. Describe default management procedures
   j. Education/experience of financial aid director
   k. Evaluation of performance
   l. Involvement in admission process
   m. Understanding of chain of command
   n. Frequency of staff meetings and topics discussed

3. Interview those responsible for administering/monitoring SAP
   a. Where is the policy published in the catalog?
   b. Explain the policy
   c. Documentation of implementation (student file review)
   d. Evidence of evaluation
   e. Evidence of providing assistance to students (advising)

4. Interview Placement/Career Director
a. Describe placement activities
b. Placement follow-up studies – documentation reviewed
c. Evaluation of performance
d. Understanding of chain of command
e. Frequency of staff meetings and topics discussed

Educational Activities Specialist

1. Interview the director of education/dean/academic affairs
   a. Discuss qualifications and experience
   b. Academic oversight and resources
   c. Academic freedom policy
   d. Academic Governance
   e. Program for dealing with individual (academic) differences among students
   f. Process for the evaluation and revision of curriculum and the involvement of faculty
   g. (If applicable) Discussion on systematic process for awarding credit for experience (occupational or professional). Documentation to evidence consistency in award.

2. Review General Education Faculty (Occupation – bachelor’s degrees)
   a. Evidence of bachelor’s degree and appropriate coursework (applied general education)
   b. Evidence of graduate degree and the equivalent of 18 semester hours in the teaching area
   c. Review coursework determined to be applicable to teaching area

3. Review all faculty academic file (with assistance from staff coordinator)
   a. Official transcripts for all qualifying credentials
      1) College seal or evidence of authenticity (for those microfilmed)
      2) Not “issued to student”
   b. Faculty Development Plans
      1) In-service training (schedule)
      2) Professional growth activities
      3) Documentation of implementation
   c. Position Descriptions or Employment Contracts
   d. Evaluations by administration (student evaluations are recommended but not required)
   e. Percentage of faculty members holding requisite academic credentials as specified (credential specific)

4. Placement Verification in programs which hold specialized accreditation
5. Review of Instructional tools for general education (if applicable)
6. Review of contracts and/or agreements with other institutions or entities (if applicable)
7. Review of curricula and general education coursework (if applicable)
   a. Inclusion of minimum number of general education credits (credential specific)
   b. Inclusion of required distribution of general education disciplines
   c. General Education meeting standards (glossary definition of disciplines)

Distance Education Specialist

1. Interview the individual assigned to provide administration of the activity
   a. Discussion of qualifications and experience
   b. Oversight and resources
Evaluator Guidelines
Page 8 of 15

c. Distance Education Plan
d. Academic Governance
e. Program for dealing with individual (academic) differences among students

2. Review of the Distance Education Plan
   a. Inclusion of components
   b. Integration into CEP
   c. Review coursework determined to be applicable to teaching area

3. Review Distance Education faculty academic files (with assistance from ED/staff coordinator)
   a. ACICS Data Sheet (current; not required)
   b. Official transcripts for all qualifying credentials
      1) College seal or evidence of authenticity (for those microfilmed)
      2) Not “issued to student”
   c. Faculty Development Plans
      1) In-service training (schedule)
      2) Professional growth activities
      3) Documentation of implementation
d. Position Descriptions or Employment Contracts
e. Evaluations by administration (student evaluations are recommended but not required)
f. Percentage of faculty members holding requisite academic credentials as specified
   (credential specific)

4. Review of, and interaction with, online platform (admin log-in should be provided)
   a. Curricula
   b. Syllabi
   c. Faculty/Student interaction and Student/Student interactions

5. Review of Publication (Catalog)
   a. Admissions policy
   b. Confirmation of student identity
   c. Disclosure of distance education activity

6. Review of contracts and/or agreements with other institutions or entities (if applicable)

Program Specialist
1. Review, observe, and evaluate
   a. Classrooms
      1) What teaching methods are used?
      2) Are teaching methods employed effective and appropriate for the subject matter?
      3) Is the course being taught as outlined in the syllabus?
      4) How is the rapport between the instructor and the student?
      5) Do students participate in class, e.g., questions, note taking, presentations
      6) How is instructional equipment utilized?
      7) Are facilities adequate for type of class and number of students?

   b. Program Faculty
      1) Qualifications – academic and experiential (documentation required)
2) Professional development/currency

c. Instructional Resources
   1) Approximate number and quality of book titles, periodicals, reference materials and their adequacy for the programs offered
   2) Circulation system, if used
   3) Evidence of usage by faculty and students
   4) Accessibility, location, hours (if housed in one central location)

d. Instructional Equipment
   1) In working order
   2) Up to date
   3) Sufficient quantity for present enrollment
   4) Applicable to courses offered
   5) Usage
   6) Leased or owned; maintenance
   7) Distributed or centrally located
   8) Appropriate software licensure, as applicable

e. Publications
   1) Review program-specific content to include admissions criteria, curriculum, course descriptions, etc.
   2) Comparison with information in syllabi

f. Syllabi

g. Placement Verification and Documentation for those classified as not available for placement (as reported on the CAR being used during the review)

2. Interview Students *(Interviews should take place on all visits. See Interviewing Students section.)*

a. Enrollment information
   1) How did student hear about this institution?
   2) Why was this institution chosen?
   3) What admissions procedures were used?
   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 (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?

g. Use of community resources
1) Guest lecturers
2) Field trips
3) Externships/internships

h. Instructional evaluation
1) Who does them (e.g., director, director of education, students?)
2) How is evaluation performed?
3) Who discusses results?

i. Use of the resource center/library

j. Describe best and worst features of working conditions

k. Recommendations for improvement
General Interviewing Guidelines

Faculty Meetings

Faculty can be interviewed in groups (by department and overall) and probably some individually. General faculty meetings are led by the ED specialist with support from the program specialists.

1. Educational/experiential background
2. Faculty Development Plan
   a. How is plan developed?
   b. How is it implemented?
   c. How is it documented?
   d. When is it reviewed?

3. Professional organization memberships
   a. Amount of participation
   b. Does institution contribute towards membership fees?

4. Faculty meetings
   a. Frequency
   b. Topics

5. In-service training
   a. Frequency
   b. Topics
   c. Do you find them helpful?

6. Involvement in curriculum revision, materials selection, and faculty governance generally
   a. How are faculty involved in curriculum review and development? Do you participate?
   b. Are you able to make suggestions and recommendations for books and such?
   c. Do you feel campus administration listens? values faculty input?
   d. Does your job description identify faculty participation in governance as a duty?

7. Teaching load
   a. Number of clock hours per week in class
   b. Average student-teacher ratio
   c. Number and identification of subject preparations

8. Student attendance
   a. Are you required to take attendance? To whom do you give your attendance info?
   b. Is there an administrative policy of excessive absenteeism? If so, what is it?

9. Availability to provide academic assistance outside of class time
10. Preparation, utilization, and evaluation of course syllabi – are they given to students
11. Selection of textbooks and supplementary
12. Use of community resources: any or all of the following?
   a. Guest lecturers
   b. Field Trips
   c. Externships/internships
   d. Other
13. Instructional evaluation
   a. Who does them (e.g., director, director of education, students?)
   b. How is evaluation performed? Are results discussed with you? Who does that?

14. Use of the resource center/library – do you give assignments requiring students to use LRC
15. Describe best and worst features of working conditions – Recommendations for improvement

Student Interviews
If class is a mixed group, the evaluator may want to ask students quickly to identify the program they are enrolled in, when they started, and when they plan to finish. These questions are suggested as a guide and not a script.

1. How did you hear about the school? (move on after you get some info about this)
   Why did you decide to enroll here? (same as above, move on after a few responses)

2. Admissions
   a. Did you complete an application?
   b. Did you sign an enrollment agreement and get a copy?

3. Catalog
   a. Did you get a copy? When?
   b. Have you been able to find information you need in it?
   c. Is it an accurate portrayal?

4. Orientation program
   a. When was it done? Was it helpful?
   b. Do you remember who did it?

5. Tuition and financial arrangements
   a. Was financial aid sufficiently explained?
   b. How’s it going?

6. Educational program
   a. Do you know the objectives of your program?
   b. What do you expect to do when you finish?
   c. Do you have a general knowledge of the requirements for graduation?
   d. What are some of the courses you have to complete?
   e. Do you have a plan for finishing?
   f. Are you keeping track of courses completed and those you need to take?

7. Class sizes
   a. In general, how many students are there in the classes you take?
   b. What type of classes are generally the largest? the smallest?

8. How would you rate your instructors?
   a. Preparation for class? Knowledge about the subjects they teach?
   b. Willingness to help you when you need it?
c. Do you know when they are available to help outside of class?
d. Do you complete faculty and/or course evaluations?

9. Syllabus
   a. Do you get a copy in all of your classes? at the start of the term?
   b. Do you feel the syllabi are helpful? Are they easy to figure out and use?
   c. Do syllabi clearly state how your course grade will be figured?

10. Textbooks and instructional materials
    a. Are they appropriate? Current?
    b. Are they helpful to you?

11. Equipment for classes or programs
    a. Is the equipment available when needed?
    b. Is it kept in good repair? Is it generally up to date?

12. Library/LRC
    a. Do you use it? For what?
    b. Are you required to use it for some assignments?

13. Opinions
    a. What is best about the school?
    b. What would you change?
    c. Would you recommend that a friend or family member come here?

Evaluation Report Guidelines
Accreditation has two fundamental purposes: to assure the institution’s quality and to promote its improvement. As evaluation team members, you help the Council and the institution to assure quality with your compiled team report, an official document to be thus considered during the visit, writing, and editing processes. The report must provide an accurate, detailed summary both of the institution’s administrative and academic operations and of team findings that the institution is not meeting Accreditation Criteria requirements. Please note that all sections correspond directly to the evaluation standards listed in Title III, the Appendices, and the Glossary of the Accreditation Criteria.

Team members are encouraged to suggest practices, policies, or procedures to improve the institution’s educational and administrative quality beyond compliance with the standards necessary for accreditation. Your recommendations are for the benefit of the institution and will be shared only with the institution. They will not enter into Council considerations of the institution’s accreditation status. A recommendation section is included at the end of each report. However, there is a clear distinction between a finding and a recommendation: a finding indicates a deficiency affecting educational or administrative activities that needs to be addressed; a recommendation is not a needed change (the institution can ignore it) and is for institutional enhancement.

The templates are revised, as needed, prior to each travel cycle. There are also a number of resources available to assist in writing the team report. The most recent report templates and writing guides should be downloaded from the ACICS website: Home > Evaluators > Evaluator Resources > Report Templates.
General Finding Formatting:
(Section x-x-xxx): Statement of deficiency (open finding with a summary statement of deficiency and use the criteria to craft the language). Details on area of deficiency 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 of deficiency.

Formulae and Examples for Writing and Formatting Findings:

**Formula**
(Section 3-1-511): 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 class schedule indicates that XX percent of his/her 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.

**Formula**
(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 found that syllabi for the [credential level] program in [name of program] courses do not contain the following required elements [list all missing elements]. If necessary, list details about individual syllabi that are missing required elements. Moreover, 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 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. Moreover, 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.

**Formula**
(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. 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.

**Formula**
(Section 3-1-542): The team found that official transcripts for credentials listed in the catalog were not on file for all instructors. The following credentials were missing for the following instructors:
- Mr./Ms./Dr. Name of instructor – Credential level degree in Program from Name of institution
- Mr./Ms./Dr. Name of instructor – Credential level degree in Program from Name of institution
- Mr./Ms./Dr. Name of instructor – Credential level degree in Program from Name of institution

**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 following credentials were missing for the following instructors:
- Ms. Joan Smith – bachelor’s degree in Business from Sky College
- Ms. Jane Jones – bachelor’s degree in English from Sky College and MBA from Cloud University
- Mr. John Johnson – bachelor’s degree in Information Technology from Air University

Report Writing Guidelines 2020