

Accrediting Commission of Career Schools and Colleges  
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## ACCSC Celebrates 5<sup>th</sup> Annual Professional Development Conference

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Entering its fifth year as the premiere training event designed exclusively for ACCSC-accredited member institutions, the Professional Development Conference (PDC) moved to the Westin Long Beach in Long Beach, California from September 19-21, 2011. Throughout this year's conference, over 230 representatives from the ACCSC community were afforded an opportunity to engage in training activities designed to identify, and help institutions implement, best practices commonly recognized for successful school operation, as well as to engage with the Commission on the myriad of accreditation activities that have occurred throughout the year. This year, the ACCSC-accredited institutions in attendance also had an opportunity to learn more about the policy positions taken by the Commission and to hear directly from senior leadership at the United States Department of Education regarding the momentous changes within the higher education regulatory landscape, especially with regard to for-profit institutions.

The continuing theme of ACCSC's Professional Development Conference, *A Community of Partners in Education*, highlights the unique opportunity that the conference provides representatives and leaders from the ACCSC community to network and share information, ideas, and best



Members of the 2011-12 Commission: Dr. Malvin Williams, Dr. Joel English, Sue Johnson, Allan Sharpe, Dr. James Heideman (back); Don Harris, John Carreon, Beth Wilson, and Dr. Michael Lanouette (front).

practices with their colleagues, and underscores a fundamental aspect of ACCSC accreditation - that being an opportunity to cultivate personal and professional growth through learning and innovation. Most significantly, the PDC continues to provide a forum for the Commission to formally recognize the success and significant achievements of our member institutions over the past year, as well as to salute those outstanding individuals that have dedicated their time and talents to the Commission. By many accounts, the 2011 Professional Development Conference was a

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tremendous success and remains the best conference of its kind in the career college industry – a membership-driven event that provides an opportunity for leaders from the ACCSC community of institutions to collaborate on enhancing the success of the thousands of students that attend accredited institutions each year.

## 2011 Conference Recap

### Monday, September 19<sup>th</sup>

The 2011 PDC kicked off this year with a series of highly interactive workshops facilitated by representatives from ACCSC-accredited institutions as well as ACCSC's professional staff. In the *Program Design and Development Workshop*, Dr. Julie Basler of Platt College-Aurora, Dr. Jon Persavich of Corinthian Colleges, Inc., and Dr. Juanita Gurubatham, ACCSC's Director of Institutional Development, offered insight into a comprehensive program development process which focused on best practices in curriculum development through emphasizing program integrity and documenting student learning outcomes. Meanwhile, Christopher Lambert, ACCSC's Director of External Affairs, facilitated a best practices workshop, *Using the Standards of Accreditation as a Blueprint for Success*, which provided an opportunity for members from the ACCSC community to share proven strategies that have effectively served students, graduates, and employers. Each of these interactive workshops provided an additional opportunity for the Commission to continue its dialogue with its accredited member schools on meeting the diverse needs of students in this changing economy.

Monday's pre-conference activities also featured the *2011 Team Leader Conference* which provided a forum for ACCSC's accreditation staff, including Lisa Miles, Manager of Accreditation, Bettina Falwell, Manager of Accreditation Operations, and Courtney Moraites, Accreditation Coordinator, to provide additional training to ACCSC volunteers on diverse topics such as: developing and enhancing effective evaluation strategies, fostering open communication during the onsite evaluation, and determining the impact of the significant changes to accrediting standards on the evaluation process.

### Tuesday, September 20<sup>th</sup>



David Bergeron of the US Department of Education delivers the Key Note Address.

On Tuesday morning, the PDC General Session kicked off with the Chair of the Commission's Welcome Address delivered by Beth Wilson of Corinthian Colleges, Inc. In her address to the membership, Wilson shared several highlights of ACCSC's strategic program of work as well as some of the Commission's significant achievements over the year. As Chair of the Commission, Wilson also had the distinction of introducing this year's Key Note Speaker, David Bergeron, Deputy Assistant Secretary for Policy, Planning, and Innovation with the U.S. Department of Education, who is responsible for the legislative and regulatory policies for postsecondary education. In his address to the ACCSC membership, Bergeron discussed several critical topics including President Obama's 2020 College Completion Goal, the implementation of the Program Integrity Rules, and an overview of "Gainful Employment." Additionally, Bergeron took an opportunity to discuss several of the Department of Education's initiatives on the horizon such as the 2012

budget proposals and the December 2011 meeting of the National Advisory Committee for Institutional Quality and Integrity. Immediately following the Key Note Address, ACCSC's Executive Director, Dr. Michale McComis was able to lead an extensive Q & A forum which included a number of question about the impact of the new regulations and determining the role for ACCSC-accredited institutions in supporting the President's 2020 College Completion Goal. ~ continued on next page ~

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This year's PDC also featured a diverse series of educational break-out sessions that showcased the expertise brought forth from the ACCSC community, including:

- [Building an Effective Leadership Team](#) with Tim Foster, YTI Career Institute/Concorde Career Colleges;
- [Using Dynamic Resources to Support Instructional Strategies](#) with Ruth Eckenstein, Health Careers Education;
- [Career Services – Adapting to the NOW Generation](#) with Norbert Kreuzer, The Institute of Production and Recording;
- [Creating and Implementing an Impactful Service Learning Initiative](#) with Yasith Weerasuriya, Stanbridge College and Elson Nash, Learn and Serve America;
- [Ownership, Administration, and Faculty: Partnering for Success](#) with Jim Tolbert, Vista College;
- [Creating Your Community of Partners Through Continuous Self-Evaluation](#) with Dr. Julie Basler, Platt College-Aurora;
- [Politically Incorrect Retention](#) with Dr. Michael Lanouette, Remington Colleges, Inc.;
- [Academic Community Building within Social Networks](#) with Dr. Joel English, Centura College and James Chellis, Comcourse Learning Solutions;
- [Clock to Credit Hour Conversion and Recognition of Work Outside Class](#) with Dr. Michale McComis and Dr. Juanita Gurubatham, ACCSC;
- [Maximizing Program Advisory Committees: An Institutional Perspective](#) with Dr. Sabrina Kay, Fremont College;
- [An ACCSC Strategy Session: Best Practices in Accreditation](#) with Christopher Lambert, ACCSC; and
- [Strengthening Our Industry Through Voluntary Service](#) with Al Medro, Platt College-San Diego.

The day's activities wrapped up with ACCSC's Award Ceremony and Reception (see related stories in this edition of *The Standard*), and a series of Community Dinners where conference participants had an opportunity to further network with colleagues at some of Long Beach's finest restaurants.

### [Wednesday, September 21<sup>st</sup>](#)

The final day of the conference kicked off with ACCSC's annual Executive Director's Report delivered by Dr. Michale McComis. During his report entitled "Finding Our Center," Dr. McComis focused on several of ACCSC's key strategic initiatives for the upcoming year, including: ensuring the Commission is aligned to the increasing diversity of the membership; the examination of standards and processes in key areas; the enhancement of ACCSC's member services; and the significant efforts to be undertaken by the Commission to continue to be a chief resource to policy makers and regulators on accreditation matters. Dr. McComis also focused on some of ACCSC's key accomplishments this year, including providing an update on the Commission's significant legislative, regulatory, and policy efforts.



Dr. Michale McComis presents the 2011 Executive Director's Report

The PDC wrapped up with a final series of educational break-out sessions, including:

- [Developing and Maintaining an Effective Externship Program](#) with Dr. Bonny Nickle and Susie Reed of the International Education Corporation;
- [A View from Washington](#) with Beth Wilson and Michale McComis from ACCSC, and Jennifer Blum and Charles Rose from DrinkerBiddle; and ~ continued on next page ~

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- ACCSC Strategy Session: Ensuring Institutional Success in the Accreditation Process with Lisa Miles, Bettina Falwell and Courtney Moraites from the ACCSC staff.

With the conclusion of the fifth annual PDC, ACCSC would like to take a moment thank our conference partners: Comcourse Learning Solutions and Elsevier for their support and involvement in this year's PDC. The Commission would also take this opportunity to recognize the representatives from our accredited member institutions that made this year's conference an incredibly successful event. The Commission hopes to continue on with the success of this year's PDC and is looking forward to another dynamic, engaging conference next year at the 2012 Professional Development Conference scheduled for September 10-12, 2012 at the Omni San Diego in sunny San Diego, California.

## Executive Director's Report

By Michale S. McComis, Ed.D.



### Finding Our Center

Over the course of the last year, career colleges and the agencies that accredit them have come under significant criticism and scrutiny regarding the effectiveness of the programs and services offered by the career college sector of education. For the schools, the criticism and scrutiny has ranged from allegations of inappropriate recruiting tactics to questions regarding the validity of reported student achievement outcomes. For accreditors, the criticism and scrutiny has revolved around whether accreditors have either a) the ability or b) the will to hold institutions accountable. Moreover, the increased scrutiny on career school operations has caused many policy makers, legislators, and regulators to look at accreditation in ways they had not in the past – had they even been inclined to think about accreditation at all – voicing expectations that accreditors should be serving a far greater public accountability role in the oversight of higher education institutions.

These demands for accrediting agencies to do more with regard to accountability knocked many agencies off their center, to include ACCSC, due mainly to the accusations that accreditors simply do not do enough as gatekeepers to federal taxpayer dollars. Given the on-going investigations and allegations continually being lobbed at the for-profit sector of higher education, it has been difficult for accreditors to claim otherwise. When I say that accreditors have been knocked off their center, I mean that our focus has had to shift away from what we do best and what our role is and should be – assessing quality education. Yes, accreditors have standards regarding integrity and how schools are expected to represent themselves to students; yes, accreditors focus on the student educational experience; and yes, accreditors strive to ensure consistency in institutional operations at the schools they accredit, but accreditors are neither investigators aiming to suss-out fraud nor enforcement agencies that mete-out punishment. The original mission of accreditation, at its core, centers on the concept of self-evaluation, focuses on continuous improvement efforts, strives to ensure that institutions are delivering quality education, and seeks to determine if students are successful. However, today accreditors find that the demands for greater transparency, the micromanaging of credit-hour awards, and increased scrutiny on the conduct of individual recruiters have taken significant energy and focus away from our central mission.

ACCSC has faced these issues head-on and has been a leader in the accreditation community when speaking about what accreditation does well and in identifying opportunities for improvement within the context of accreditation's original purpose. ACCSC is searching for the balance between its traditional role of working directly with institutions to ensure quality education and continuous improvement with the new hue and cry for greater public accountability. To that end, institutions have seen and will continue to see ACCSC searching for ways to achieve this balance. ~ continued on next page ~

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I have posited publically on many occasions my belief that accreditation is a partnership between the accreditor and its accredited institutions and that each party must do its part in order for the partnership to thrive and to survive. We are now at a crossroads in determining how that partnership will look going forward. But, there is no doubt that in order for accreditation to retain its traditional role and to meet new demands, accreditors will have to re-find their center, achieve a new balance, and require institutions to do more to show – in a transparent and unassailable fashion – the value and quality of the education they provide to students.

As we go forward, ACCSC will continue to focus on its core mission and will continue to work toward achieving the right balance. To that end, ACCSC will continue to: ensure that the Commission is aligned to the diversity of its membership; examine its standards and processes in key areas and ensure that they represent best practices; enhance ACCSC's member services; and undertake efforts to be a chief resource to policy makers and regulators on accreditation matters.

## Chair's Corner

with Beth Wilson, Commission Chair



For ACCSC and its member institutions, 2011 has been a year with many challenges. The 2011 *Program Integrity* revisions focused on several points including the federal definition of a credit hour, state authorization, and gainful employment. The career education sector has been asked to provide greater transparency to students and to the public, and to prove the value of the education offered by its programs and institutions. Adding to these regulatory mandates, Congress continues to ask about the effectiveness of our sector and question if our schools add value to the lives of the students we serve. Some of the media have portrayed us with skepticism or disdain. Such portrayals can't help but influence the opinions of regulators and lawmakers and have the potential to erode the public trust in our programs and schools.

It's within these challenges and questions that we have the opportunity reshape the perceptions and show that proprietary career education contributes to society, and most importantly, benefits students and improves their chances for success in the workplace. As an accreditation body, we can show that the kind of rigorous review and standards we uphold is a guardian for students and for our member institutions. ACCSC continues to show the benefits of our accountability-based accreditation system and demonstrates a direct link to student success. A significant validation of our value occurred this past June as the process of re-recognition with the United States Department of Education concluded. After months of review, ACCSC appeared in front of the National Advisory Committee on Institutional Quality and Integrity and received a recommendation for a full five-year grant of re-recognition. The review found no incidents of non-compliance with federal regulations. The review findings are an outstanding achievement not only for the organization but for our accredited member institutions. Clearly ACCSC's process and commitment to quality and accountability were acknowledged through the Department's process. Our continued recognition speaks directly to the rigorous quality-assurance component that ACCSC-accreditation conveys. Equally important, ACCSC believes the Department's affirmation demonstrates to regulators, lawmakers, students, and the public that our system of accreditation is accountability-driven, reliable, and worthy of their trust.

Working with the Department is fundamental to our success. We were pleased that David Bergeron, Deputy Assistant Secretary for Policy, Planning, and Innovation with the U.S. Department of Education accepted our invitation to be the keynote speaker at our 2011 Professional Development Conference (PDC). ~ continued on next page ~

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As you know, Mr. Bergeron is responsible for the legislative and regulatory policies for postsecondary education. His appearance emphasized the relationship that has been built between ACCSC and the Department. We were impressed with his candor and willingness to answer pointed questions from our audience members. Mr. Bergeron spoke of the importance and expanding role of the state, federal, and accreditation oversight bodies in ensuring that educational opportunities are available to all students. He echoed our belief that our schools have a significant role in developing a highly trained and competitive workforce and in supporting President Obama's goal of having the highest proportion of college graduates in the world by the year 2020.

As we approach 2012, the importance of ongoing review of our schools' operations cannot be overstated. It is through disciplined assessments that we truly ensure we are doing all we can to deliver valuable education and employment opportunities for our students. I also want to say that ACCSC cannot fulfill its mission without the dedication of its volunteers. I am hopeful that as an ACCSC-accredited institution, you will support our efforts by becoming more involved. There are many opportunities to serve on a task force, participate in a focus group, or volunteer as a Team Leader. I also ask each of you to continue to promote the value of self-regulation, quality, and accountability.

In closing I want to emphasize our collective obligation to deliver value to our students, employers, taxpayers, and policy makers. ACCSC will do its part by maintaining and enforcing standards that promote educational quality. Further, ACCSC will continue to hold institutions accountable for the success of their students because it is the right thing to do.

## **ACCSC Recognizes Pamela Jackson on Everest College-Merrillville as the 2011 Graduate of the Year**



Pamela Jackson receives the Graduate of the Year Award from Susan Johnson, Chair of the ACCSC Awards Committee

Each year the Commission recognizes an outstanding individual who has graduated from an ACCSC-accredited institution with its prestigious Graduate of the Year Award. The Graduate of the Year Award recognizes an individual who not only demonstrated outstanding scholastic achievement, but also has made meaningful contributions to their profession and demonstrated perseverance to overcome adversity. This year at its Professional Development Conference in Long Beach, California, ACCSC recognized Pamela Jackson, a graduate from Everest College in Merrillville, Indiana as the 2011 Graduate of the Year.

Throughout her life, Pamela Jackson faced a significant number of personal challenges that would likely derail the hopes, dreams, and professional aspirations of most individuals. However, as a testament to her strength and determination, Pamela persevered, graduating high school with honors. Realizing she needed a stable career, Pamela became a correctional officer at Illinois Youth Center-Joliet, a maximum security prison for juveniles. During her time there, Pamela mentored some of the young inmates, taking the time to share her life story in the hopes of making a difference in the lives of those incarcerated. Through it all, Pamela never lost sight of her true passion, pursuing a career in nursing.

In January 2008, Pamela applied to the Practical Nursing program at Everest College-Merrillville. Despite the significant challenges she faced outside of the classroom, Pamela was an ideal student who studied hard, had excellent attendance, and actively participated in classroom discussions. Pamela graduated from Everest College-Merrillville in April 2009 and in June 2009, she passed her state board examination and earned her nursing license in both Indiana and Illinois. *~continued on next page~*

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Today, she works at a nursing home in Indiana as a Licensed Practical Nurse and is actively involved in a ministry at her church to help women who are addicted to drugs, involved in gangs, victims of domestic violence, and/or living in shelters. Pamela's ultimate goal is to always give back to the community in the same manner she was assisted and continues to share her life experiences with others and prove that it is possible to turn dreams into reality.

As noted by Susan Johnson, Chair of ACCSC's Awards Committee, "Pamela is an inspiring example of what is possible through inner strength, hard work, and determination. We are thrilled to recognize Pamela as the 2011 Graduate of the Year."

Please join ACCSC in congratulating Pamela Jackson, a graduate from Everest College-Merrillville on being selected as the 2011 Graduate of the Year.

## Greg Harris of The Refrigeration School Named 2011 Instructor of the Year



Greg Harris delivers remarks at the Annual Awards Ceremony held during the PDC.

The Instructor of the Year is presented to an individual who is providing outstanding career and technical instruction at an ACCSC-accredited institution and has consistently exhibited excellent teaching practices which have contributed to the development of innovative, unique, and effective programs. This year's Instructor of the Year winner, Greg Harris of The Refrigeration School (RSI) in Phoenix, Arizona, truly embodies the characteristics and qualities of an outstanding, dedicated, and passionate instructor.

Greg Harris has made significant contributions to RSI in his 3+ years at the institution, but it is through his level of dedication, passion for education, outstanding character, and unassuming manner in which he has earned the respect of his peers and students. Greg's many accomplishments at RSI include championing a new instructor development program and transforming the institution's professional development training efforts for over 20 instructors. Additionally, Greg helped to design and a new student recognition program that seeks to recognize "students of character" who have demonstrated a talent, mechanical aptitude, and commitment to excellence in the HVACR industry.

Greg's commitment to his own professional development is evident to all at RSI and he continues to strive to learn more about his position within the organization in an effort to serve students in the best possible fashion. Throughout his tenure, Greg has continually set himself apart as a dedicated coach and mentor and his pride in the school is apparent to all as is his dedication to serving students. As noted in his nomination, Greg is keenly aware of the challenges that many students face and has consistently demonstrated sincere care and concern for the students at RSI, often taking the time to tell a frustrated student "I care" when it was most needed.

Please join ACCSC in congratulating Greg Harris as the 2011 Instructor of the Year.

## Volunteers of the Year

The Volunteer of the Year Award is an award which recognizes individuals from the ACCSC community who have made significant contributions to career education through his or her dedication to, and support of, the accreditation process. The Commission truly understands that one of the primary reasons why we are successful as an organization is because of the dedication and support of our community of volunteers. This year, the Commission is pleased to recognize two outstanding individuals who have dedicated their time and significant talents to supporting the mission of ACCSC, [Tom Bryant](#) of [Kaplan Higher Education](#) and [Dr. Julie Basler](#) of [Platt College-Aurora](#).



### **Tom Bryant** **Kaplan Higher Education**

Tom Bryant has served as a Team Leader since 2008, conducting 16 on-site evaluations on behalf of the Commission. Tom, who has been with Kaplan since 1983, currently serves as the Director of Accreditation for Kaplan Higher Education, located in Alpharetta, Georgia. In addition to his work at Kaplan and with the Commission, Tom has also served as an on-site evaluator with the Division of Program Services for the Commonwealth of Pennsylvania as well as with other recognized accrediting bodies. During Tom's time as an on-site evaluator, he has demonstrated a strong command of the *Standards of Accreditation*, and it has been noted that his leadership and management skills are on display each time he serves on an on-site evaluation. Tom is one of ACCSC's most active Team Leaders and has gone on record noting that he believes in giving back to an industry that has improved the lives of countless thousands.



### **Dr. Julie Basler** **Platt College-Aurora**

Dr. Julie Basler has served as an ACCSC Interim Level Degree Committee Member since the committee's inauguration in 2008, participating in monthly conference calls that focus on the review of applications for new degree programs. As a committee member, Julie's expertise in curriculum development and program assessment is evident in her thoughtful review and analysis of degree applications. Further, Dr. Basler serves as an Education Specialist, assisting with on-site evaluations on behalf of the Commission. In addition to her work at Platt College and with the Commission, Julie has authored several publications and presented at several conferences, including ACCSC's own Professional Development Conference for the past two years. Those of us that have been fortunate to work with Julie appreciate her professionalism, congenial manner, and dedication to ACCSC's mission.

Please join ACCSC in congratulating Tom Bryant and Dr. Julie Basler on being named the 2011 Volunteers of the Year.



## Faces in the Crowd at the 2011 PDC





**Faces in the Crowd  
at the 2011 PDC**

## 2011 ACCSC Community Service Award

The Community Service Award is designed to recognize ACCSC-accredited member institutions that have made outstanding contributions to their local community through service initiatives. In selecting the winner for the 2011 Community Service Award, the Commission considered several compelling aspects, such as: the scope of community service initiatives; the impact of the service initiatives; connections between education programs and service learning for students; the level of commitment of a school to its community; and a demonstration of how the initiative touched the personal lives of school personnel, students, or community members.

This year, ACCSC received 21 nominations from our accredited member institutions for consideration for the 2011 Community Service Award which highlights the significant commitment that ACCSC-accredited institutions have made towards their local communities. During the 2011 Professional Development Conference hosted in Long Beach, California, the Commission recognized the significant community service efforts of two finalists, [CollegeAmerica-Phoenix](#) and [Full Sail University](#), and awarded the 2011 Community Service Award to [NASCAR Technical Institute](#).

### Finalist: Full Sail University – Winter Park, Florida



Full Sail University, faculty, staff, and students are continuously participating in community service initiatives throughout the year. The scope of the university's community service initiatives range from faculty providing professional development and technology training to K-12 teachers in surrounding counties, to the university as a whole providing faculty, staff, and student volunteers; and marketing, monetary support, venues, technical equipment, and services to raise money and awareness for charitable causes, from planting trees and hosting food drives, to sponsoring festivals and events that celebrate and raise awareness of various art forms in the local community.

Some of Full Sail's efforts include: Stay Strong Japan Benefit which raised money for those affected by the devastating earthquake, tsunami, and continuing after-shocks in Japan; Picnic for the Planet which promoted awareness of land conservation, where students completed a restoration project at the Oakland Nature Preserve; teaming up with the Orlando Health Foundation, an organization that strives to improve the health and quality of life for individuals in the local community; and assisting the American Cancer Society in various capacities of the Making Strides Against Breast Cancer Walk including, sponsoring a six-camera full location shoot for breast cancer awareness for an event that raised over \$50,000. The extent and diversity of Full Sail University's community service initiatives represent an extraordinary commitment to their community. As noted in their nomination packet, "it takes a number of faculty, staff, and student volunteers to coordinate and support these extraordinary events. The university views faculty and staff participation in community service initiatives as an extension of their positions and responsibilities as employees."

Please join the Commission in congratulating [Full Sail University](#) on being named a Community Service Award Finalist. *~continued on next page~*

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**Finalist: CollegeAmerica- Flagstaff, Arizona**

Since January 2010, CollegeAmerica-Flagstaff has made community service a significant component of the campus culture in order to give back to the community of Flagstaff, as well as to set a transparent and genuine representation for students on how everyone and anyone can make a difference. In 2011, the students and campus staff partnered in number of community service initiatives, including: the Big Brothers/Big Sisters Bowl for Kids' Sake tournament; the American Cancer Society Flagstaff Denim and Diamonds Gala; a clothing drive for Hope's Closet; and participation in the Flagstaff Aquaplex Community Health Fair where students had the opportunity to showcase their skills in taking blood pressures. Additionally, the campus was a team sponsor for the Literacy Center's 2011 Mountain Spelling Bee, raised funds for the CollegeAmerica team of walkers for the March of Dimes/March for Babies event and the 12-hour "Relay for Life" event which benefited the American Cancer Society; and organized a food drive initiative to support the Northern Arizona Food Bank. As noted in their nomination packet, "everything we do, we do for our students, and whether the charity and community service helps our students directly or helps them indirectly in developing their professionalism, our faculty and staff have continuously demonstrated and reinforced that commitment to students."

Please join the Commission in congratulating [CollegeAmerica-Flagstaff](#) on being named a Community Service Award Finalist.

**Winner, 2011 Community Service Initiative: NASCAR Technical Institute - Mooresville, North Carolina**



NASCAR Technical Institute (NTI) strives to forge strong bonds between students and the community that the institution serves. For over 8 years, NTI has made a concerted effort to instill the value of community through its service initiatives and toward ensuring that all students, staff, and faculty understand that the mission of the school is to change lives beyond the classroom. It has been through these efforts, which range from financial support of worthwhile causes, to the donation of thousands of volunteer hours, that the NTI spirit has evolved into living examples of how paying it forward can enrich the lives of their students, employees, and the local community. As part of its community service initiatives, NTI developed a Motorsports Volunteer program where students compiled over 7,000 hours of volunteer time in both 2009 & 2010; partnered with the North Carolina Motorsports Association to foster the Youth Development Motorsports Career Program; worked with the American Red Cross and the Community Blood Center of the Carolinas; sponsored the Pit Stop for Relief program where the students, staff and faculty donated food, boxed goods, and paper products to help those in dire need of support; and sponsored the Stocks For Tots Holiday Season with the Stop Child Abuse Now organization, where toys and dollars are donated to assist abused children in Iredell County, NC. As noted in their nomination, "Everyone at NTI understands the quality of life that we share rests in our hands and what we do with our talents not only helps others, but it fosters relationships and builds trust. We are proud to participate and to serve our community and are committed to being a premier corporate citizen in the South Iredell area."

Please join the Commission in congratulating [NASCAR Technical Institute](#) on being named the winner of the 2011 Community Service Award.

## 2011 Schools of Distinction

The School of Distinction Award recognizes accredited member institutions that have demonstrated a commitment to the expectations and rigors of ACCSC accreditation as well as a commitment to delivering quality educational programs to the students, graduates, and employers that deserve our best work. Each year the Commission is afforded an opportunity to recognize the significant achievement of these accredited member institutions that successfully completed the accreditation process without any findings of non-compliance and demonstrated a commitment to the ACCSC accreditation process by being timely in the submission of all information and reports required of an accredited member institution.

This year at the Professional Development Conference, the Commission recognized each of the following 14 accredited member institutions as a 2011 School of Distinction.

**Atenas College**  
Manati, Puerto Rico

**Centura College**  
Alexandria, Virginia

**Charlie's Guard Detective Bureau and Academy**  
Aguadilla, Puerto Rico

**Flint Institute of Barbering**  
Flint, Michigan

**Hallmark College of Aeronautics**  
San Antonio, Texas

**Hamrick School**  
Medina, Ohio

**Institute of Production and Recording**  
Minneapolis, Minnesota

**L'Ecole Culinaire**  
Cordova, Tennessee

**MotoRing Technical Training Institute**  
Seekonk, Massachusetts

**Nashville College of Medical Careers**  
Madison, Tennessee

**Provo College**  
American Fork, Utah

**The Refrigeration School, Inc.**  
Phoenix, Arizona

**Remington College - Columbia Campus**  
Columbia, South Carolina

**Remington College Houston – Southeast Campus**  
Webster, Texas



Please join ACCSC in congratulating our 2011 Schools of Distinction.

## 2011 Schools of Excellence



The School of Excellence Award recognizes accredited member institutions for their significant dedication to the accreditation process as demonstrated by a high-level of achievement among their students and graduates. In order to be eligible for this prestigious award, an accredited member institution must meet all of the criteria for the School of Distinction Award, including successfully completing the accreditation process without any findings of non-compliance and having been timely in the submission of all information required of an ACCSC-accredited institution, and must demonstrate a majority of the school's graduation and employment rates from all programs offered must meet or exceed the average rates of graduation and employment among all ACCSC-accredited institutions.

This year at the Professional Development Conference, the Commission recognized each of the following 13 accredited member institutions as a 2011 School of Excellence.

**Concorde Career College**  
Aurora, Colorado

**Dawn Career Institute**  
Wilmington, Delaware

**Fortis College - Phoenix**  
Phoenix, Arizona

**Gentle Healing School of Massage**  
Cranbury, New Jersey

**Hawaii Institute of Hair Design**  
Honolulu, Hawaii

**Ho-Ho-Kus School of Trade and Technical Sciences**  
Paterson, New Jersey

**ICDC College**  
Lawndale, California

**John Fish Jewelry School**  
Las Vegas, Nevada

**Massachusetts School of Barbering**  
Quincy, Massachusetts

**Northwestern Technological Institute**  
Southfield, Michigan

**School of Automotive Machinists**  
Houston, Texas

**Western Technical College**  
El Paso, Texas

**Western Technical College**  
El Paso, Texas

Please join ACCSC in congratulating our 2011 Schools of Excellence.

**2011 Staff Member of the Year  
Jason Sandlin - Accreditation Operations Coordinator**



Jason Sandlin joined ACCSC in May 2010 as the Accreditation Operations Coordinator. In this position, Jason serves as a liaison for the Accreditation Department and is directly responsible for the preparation of all correspondence relating to on-site school evaluations. Over the past year, Jason has continually demonstrated that he is a reliable, dependable colleague through his significant commitment to ACCSC and our accredited member institutions. Jason is a role model of teamwork as demonstrated by his willingness to help out on any project and as reflected not only by his genuine interest in the work of the Commission, but also in his dedication to

support his colleagues.

Through it all, Jason has been able to see the bigger picture and his ability to make connections bring valuable insights that have improved the effectiveness and efficiency of how ACCSC goes about our work. Over the past 15-months, Jason has gradually assumed increasing levels of responsibility and continues to play an integral part in helping ACCSC achieve its mission.

Please join ACCSC in congratulating Jason Sandlin, the 2011 Staff Member of the Year.

The graphic features the ACCSC logo in the center, with the text "Accrediting Commission of Career Schools and Colleges" below it. Underneath the logo are the words "Accountability", "Integrity", and "Community" separated by blue arrows pointing right. Below these words is the tagline "Setting the Standard for Quality Education". At the bottom of the graphic is a blue bar with a white downward-pointing arrow icon and the text "LEARN MORE BY VISITING US ONLINE AT [WWW.ACCSC.ORG](http://WWW.ACCSC.ORG)".

## 2010 Summary of School Characteristics and Student Achievement Outcomes Released

The Commission recently completed its analysis of the 2010 Annual Report of ACCSC accredited institutions and found once again that its schools continue to demonstrate significant institutional and student success through their rates of student graduation and employment attainment. These data are important indicators and are used by ACCSC to better understand its accredited institutions and the trends associated with career education as well as to develop the Commission's accountability standards.

The information contained in this report is a summary of the key data points from the 2010 ACCSC Annual Report and provides detailed information pertaining to ACCSC school characteristics, student characteristics, program characteristics, and student achievement rates and trends.

[Click here](#) to download a PDF version of the 2010 Summary of School Characteristics and Student Achievement Outcomes.

## Accreditation Watch: October 26, 2011 ACCSC Accreditation Alert

The ACCSC *Accreditation Alert* provides guidance to accredited schools regarding the adoption of additions and revisions to the *Standards of Accreditation* and reflects the Commission's final adoption of additions and revisions to the *Standards of Accreditation*. When new standards are adopted, the Commission sets the date the standards will become effective, providing a reasonable time for school compliance, announces adopted standards and takes the action necessary for their implementation.

## [Recognition of Outside-of-Class Work and Preparation / Notification Requirements](#)

The Commission is dedicated to actively staying abreast with changes in federal policy and regulations as they occur and as such ACCSC developed a process to evaluate and recognize outside of class student work and preparation in a clock hour program (*see the March 25, 2011 ACCSC Accreditation Alert*). While ACCSC based its process and procedure for the evaluation and recognition of out-of-class work/preparation upon its understanding of the federal regulation and upon common academic practice for such evaluations, it has since come to the Commission's attention from the U.S. Department of Education ("the Department") that schools may be required to use a specific formula and calculation for federal student financial aid purposes. In order to help ensure that schools are following the Department's interpretation, the Commission believes it is in the best interest of ACCSC-accredited schools to evaluate applications seeking recognition of outside work using the Department's interpretation of §668.8(l).

Additionally, the Commission recently made revisions to *Section IV & V, Rules of Process and Procedure, Standards of Accreditation* pertaining to school notification requirements and promulgated those revisions in an April 22, 2011 *Accreditation Alert*. While the Commission has always had notification requirements for material events or circumstances that could affect the school's operations, the purpose of the revisions was to make more clear the Commission's expectations.

[Click Here](#) to download the October 26, 2011 *Accreditation Alert*.

[Click Here](#) to access the archive of ACCSC *Accreditation Alerts*.