May 27, 2014

Evaluation Team Report – New Grant Evaluation Report
Main Campus ID: 00027067
ID for Campus Visited: 00027062
Staff Contact: Mr. Chad Hartman – Phone: (202) 336-6841
Application ID: 54158
VISIT RESPONSE DUE DATE: June 7, 2014

Mr. Louis Osborn
Campus President
Westwood College-Anaheim
1551 South Douglass Road
Anaheim, CA 92806

Email Address: 27067@westwood.edu

Dear Ms. Osborn:

A copy of the report prepared by the Council's evaluation team that recently visited your institution is attached. The council invites you to respond to this report before it takes formal action on your institution's application for accreditation. This response must be submitted via your online application. The Council offers the institution ten days to formally respond to the report; therefore, your response should be uploaded by the date indicated above.

Visit Response

Your response should pertain to the entire report. The enclosed document, "Preparing the Institutional Response" provides suggestions for developing your response. Please include information on any significant changes that have taken place at the institution since the site visit.

We look forward to receiving your response to this report. You will be notified in writing of the Council's decision following its next meeting.

Web-Based Submission of Institutional Response

Effective September, 2011, ACICS has implemented a Web-based submission process for all school visit responses. The campus response to areas of non-compliance (citation, or "cite") must be uploaded under the application ID number associated with the visit. Each area of non-compliance must include a narrative and

supporting documentation (if applicable). If supporting documentation covers more than one area of non-compliance, the campus is required to duplicate the documentation and upload it to each area of non-compliance. Submission of a current catalog need only be uploaded once and only if referenced in the response. If you have any questions, please send your inquiry to Ian Harazduk at iharazduk@acics.org.

Process:

Once the campus logs on to the ACICS membership Web site, go to the In Process Applications link, select the application name and ID. The tasks created for school responses to a visit will be displayed. Select a *Response* task and upload the corresponding document(s).

IMPORTANT: Document Labels

Each response document **must** include the task in the file name.
> Example: the file name for a document submitted to satisfy Response: **Cite 1 Narrative**
> task could be **_Cite 1 Narrative [document name]_**.

Single submissions that consist of multiple documents must be combined into one document before uploading. This procedure is consistent with the method used to submit multiple syllabi and faculty and administrative staff summary sheets.

Response Tasks

Below is the format for *Response* tasks. Each visit type will have a standard amount of visit *Response* tasks. Upload your responses in sequential order, beginning with "Response: Cite 1..." and ignore tasks that exceed your visit response requirement.

> Response: Current Catalog
> Response: Cite 1 Narrative
> Response: Cite 1 Supporting Document(s)
> Response: Cite 2 Narrative
> Response: Cite 2 Supporting Document(s)
> Response: Cite 3 Narrative
> Response: Cite 3 Supporting Document(s)
> Response: Cite 4 Narrative
> Response: Cite 4 Supporting Document(s)

Sincerely

Earline Simons-Bullock

Executive Assistant
Accreditation and Institutional Development

Enclosures

REEVALUATION VISIT REPORT

Westwood College Anaheim
1551 South Douglass Road
Anaheim, CA 92806
ACICS ID Code: 00027067

Mr. Lou Osborn, Campus President (LOsborn@westwood.edu)
27067@westwood.edu

MAIN CAMPUS
Westwood College-Denver North
7350 N. Broadway
Denver, CO 80221
ACICS ID Code: 00027062

May 8-9, 2014

Dr. Darlene Minore	Chair, Mission, Organization, Administration, Facilities	Minore Educational Strategies, LLC	Bainbridge Island, WA
Dr. Richard Murphree	Student-Relations Specialist	Effectual Business Services	Eagle, ID
Mrs. Michelle Edwards	Educational Activities Specialist, Library	Delta School of Business & Technology	Lake Charles, LA
Ms. Joyce Strout	Business Administration, Accounting, Human Resources, Marketing, Management Specialist	J.B. Strout & Co.	S. Barrington, IL
Ms. Lori Claus	Construction Management, Computer Aided Design, Interior Design Specialist	Education Management Corporation	Pittsburgh, PA
Dr. Gail Robin	Medical Assistant, Health Information Technology, Medical Office Management, Medical Insurance, Business Administration Specialist	Baker College	McLean, VA
Mr. Alex Yarbrough	Criminal Justice, Criminal Justice Administration, Paralegal Specialist	Virginia College	Chelsea, AL
Mr. David Hoehn	Information & Network Technology, Software Development, Game & Information Technology Specialist	Brown College	Saint Peter, MN
Mr. Barry Phillips	Graphic Design, Game Art, Visual Communication Specialist	PBS, NBC, SHO Art Director/Designer	Burleson, TX
Mr. Chad Hartman	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
Westwood College - Anaheim
Anaheim, CA

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: FT / PT	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science	Academic Associate's	Business Administration	910	90	47	74%	0%*	100%	0%
Bachelor of Science	Bachelor's	Business Administration: Major in Accounting	1820	180	3	100%	0%*	0%	0%
Bachelor of Science	Bachelor's	Business Administration: Major in Healthcare Management	1820	180	32	88%	100%	64.71%	0%
Bachelor of Science	Bachelor's	Business Administration: Major in Human Resources Management	1820	180	1	100%	0%*	0%	0%
Bachelor of Science	Bachelor's	Business Administration: Major in Management	1820	180	89	80%	75%	75.76%	100%
Bachelor of Science	Bachelor's	Business Administration: Major in Marketing Management	1820	180	53	77%	78%	70.79%	94.44%
Bachelor of Science	Bachelor's	Business Administration: Major in Project Management	1820	180	2	0%**	0%*	100%	0%
Associate of Applied Science	Academic Associate's	Computer Aided Design/ Architectural Drafting	1180	90	30	83%	40%*	75%	25%
Associate of Applied Science	Academic Associate's	Construction Management	965	90	6	83%	0%*	0%	0%
Bachelor of Science	Bachelor's	Construction Management	1945	180	22	95%	80%	70%	71.43%
Associate of Applied Science	Academic Associate's	Criminal Justice	905	90	119	71%	0%*	85.71%	0%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Administration	1820	180	492	79%	66%	76.77%	70.27%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Corrections	1805	180	4	50%**	0%*	100%	0%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Investigations	1820	180	7	71%	0%*	0%	0%
Associate of Applied Science	Academic Associate's	Graphic Design	1180	90	57	61%	50%*	79.41%	33.33%
Bachelor of Science	Bachelor's	Graphic Design: Major in Animation	1820	90	0***	0%	0%	0%	0%
Bachelor of Science	Bachelor's	Graphic Design: Major in Game Art	2325	180	53	77%	50%	83.56%	69.23%
Bachelor of Science	Bachelor's	Graphic Design: Major in Visual Communications	2305	180	55	78%	72%	81.08%	69.23%
Associate of Applied Science	Academic Associate's	Health Information Technology	1270	90	8	100%	0%	0%	0%
Associate of Applied Science	Academic Associate's	Hospitality Administration	910	90	0***	0%	0%	0%	0%
Bachelor of Science	Bachelor's	Hospitality Administration	1820	180	1	100%	0%**	0%	0%
Associate of Applied Science	Academic Associate's	Information and Network Technologies	1225	90	40	80%	0%	0%	0%
Bachelor of Science	Bachelor's	Information and Network Technologies: Major in Computer Forensics	2350	180	0***	0%	0%	0%	0%

Continued from Page 2

Bachelor of Science	Bachelor's	Information and Network Management: Major in Network Management	2350	180	82	77%	81%	71.55%	80%
Bachelor of Science	Bachelor's	Information and Network Technologies: Major in Systems Security	2350	180	0***	0%	0%	0%	0%
Associate of Applied Science	Academic Associate's	Information Technology	1205	90	0***	0%	0%	100%	0%
Associate of Occupational Studies	Occupational Associate's	Information Technology	1205	91.5	0***	0%	0%	0%	0%
Bachelor of Science	Bachelor's	Interior Design	2330	180	42	81%	70%	82.76%	87.5%
Associate of Applied Science	Academic Associate's	Medical Assisting	1180	90	0***	0%	0%	0%	0%
Diploma	Certificate	Medical Assisting	955	69.5	29	86%	**50%**	100%	0%
Associate of Applied Science	Academic Associate's	Medical Insurance Coding and Billing	1080	90	2	**50%****	**0%***	0%	0%
Associate of Applied Science	Academic Associate's	Medical Office Management	945	90	7	86%	**0%***	0%	0%
Associate of Applied Science	Academic Associate's	Paralegal	925	90	50	**66%**	71%	70%	72.73%
Bachelor of Science	Bachelor's	Software Development: Major in Game Software Development	2145	90	59	78%	71%	83.1%	**64.71%**
TOTAL ENROLLMENT = 1392									

Notes: Type in bold any retention or placement below rate 70%

*   Campus applied for and was granted mitigating circumstances for the 2012-2103 campus accountability report (CAR) reporting period. There were 10 or less graduates available for placement.

**   No retention improvement plan was necessary due program enrollment of less than 10 students. The campus submitted a mitigating circumstance application for this reason with the 2012-2013 CAR.

***   Approved programs with no active enrollment at the time of the visit.

Introduction

In 1953, Westwood College started operating in Denver, Colorado as the Radio and Television Repair Institute. In 1958, the curriculum was expanded and the name of the college was changed to the National Electronics Institute (NEI). From 1960 to the early 1970s, NEI constantly updated courses and equipment, offering programs that were practical in content, intensive in character, and reflective of modern technical practices. In 1974, Denver Institute of Technology, Inc. (DIT) acquired ownership of the college and expanded the curriculum to meet the needs of growing technological industries. In November 1997, DIT officially became Westwood College of Technology. In 2004, Westwood College of Technology became Westwood College, which is dedicated to preparing students with knowledge and skills needed for meaningful employment. Its graduates have entered numerous career fields and many have distinguished themselves as industry leaders.

Westwood College opened its first campus outside the Denver area in Anaheim, California in January 1999. Currently, the Anaheim campus has over 700 active students with an average age of 26; 45 percent of the students are female and 55 percent male. The majority of students attend courses during the day due to the high percentage of students that begin classes immediately following high school graduation. The day student population is 72 percent, and evening student population is 28 percent. While there are a high percentage of non-specified ethnic backgrounds in reporting, the Anaheim campus has a diverse student population, with Hispanic students, 20 percent, representing the largest population.

1. MISSION

1.01   Give the page number in the campus catalog on which the mission statement can be found.
The mission statement can be found on page eight of the Westwood College 2014 Catalog for California/Colorado/Georgia/Virginia.

1.02   Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes   ☐ No

1.03   Are the objectives devoted substantially to career-related education?
☒ Yes   ☐ No

1.04   Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes   ☐ No
(b) The modes of delivery.
☒ Yes   ☐ No
(c) The facilities of the campus.
☒ Yes   ☐ No

1.05   Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes   ☐ No

1.06   Is the campus committed to successful implementation of its mission?
☒ Yes   ☐ No

CAMPUS EFFECTIVENESS

1.07   Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes   ☐ No

1.08   If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
☒ Yes   ☐ No   ☐ Not Applicable

1.09   Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes   ☐ No
(b) The characteristics of the student population.
☒ Yes   ☐ No
(c) The types of data that will be used for assessment.
☒ Yes   ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes   ☐ No
(e) Expected outcomes of the plans.
☒ Yes   ☐ No

1.10   Are the following five required elements evaluated in the CEP?
    (a) Student retention.
    ☒Yes   ☐ No
    (b) Student placement.
    ☒Yes   ☐ No   ☐ Not Applicable (new additional location only)
    (c) Level of graduate satisfaction.
    ☒Yes   ☐ No   ☐ Not Applicable (new additional location only)
    (d) Level of employer satisfaction.
    ☒Yes   ☐ No   ☐ Not Applicable (new additional location only)
    (e) Student learning outcomes.
    ☒ Yes   ☐ No

1.11   Define the student learning outcomes used by the campus and how these outcomes are being assessed.
Assessment of programs, courses, and student learning is an ongoing process. Program reviews are periodically conducted by subject-matter experts and faculty members to help ensure the integrity of the curricula by examining specific evaluation points as evidence of student learning. No programs require certification or licensure. Direct measures are course projects which are designed to ensure specific learning objectives are mastered and averaging the last two years of failure rates and a five term history of grade data. The campus-developed grading rubric for projects enables projects to be measurable. Trends are explored and analyzed and goals for each academic year are established.

1.12   Are the following identified and described in the CEP?
    (a) The baseline data for each outcome.
    ☒ Yes   ☐ No   ☐ Not Applicable
    (b) The data used by the campus to assess each outcome.
    ☒ Yes   ☐ No   ☐ Not Applicable
    (c) How the data was collected.
    ☒ Yes   ☐ No   ☐ Not Applicable
    (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
    ☒ Yes   ☐ No   ☐ Not Applicable

1.13   Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
    ☒ Yes   ☐ No

1.14   Has the campus published specific activities that will be undertaken to meet placement and retention goals?
    ☒ Yes   ☐ No

1.15   Describe the specific activities that the campus will undertake to meet these goals.
The specific activities that the campus will undertake to meet the published retention goals are consistent and continuous monitoring of absence reports by advisors and student services departments. Additional actions are now taken to improve first term student retention.

Placement goals are set at 80 percent for the first 6 months after graduation. If that goal is not met the career services department will continue to increase focus on pre-graduation employment efforts through career fairs and job search skill programs.

1.16   Does the campus have documentation to show the following?
(a) That the CEP has been implemented.
☒ Yes   ☐ No
(b) That specific activities listed in the plan have been completed.
☒ Yes   ☐ No
(c) That periodic progress reports have been completed.
☒ Yes   ☐ No

1.17   Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
Mr. Lou Osborn, campus president, is responsible for implementing and monitoring the CEP. He was appointed to this position in August of 2006. Mr. Osborn has more than two decades experience in a variety of senior administrative positions for proprietary career colleges. He holds a bachelor's degree in secondary education from the University of Kansas, Lawrence, Kansas and an MBA from Westwood College's online division. Mr. Osborn is assisted by a CEP committee that is comprised of the academic dean, general education program chair, director of career services, director of finance support, director of admissions, and the campus executive assistant.

1.18   Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes   ☐ No   ☐ Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:
Mr. Osborn is an experienced leader who delegates and enables his administrative team to best serve the student body. The method in which graded projects are systematically graded is statistically sound and ensures that a comparison of these grades aggregated by student, course, program, and student body aids the CEP committee to make sure that the course and program objectives are met. Retention is deemed the responsibility of all employees. Students are able to comfortably seek assistance from faculty and staff when the student feels that the demands of school are overwhelming.

2. ORGANIZATION

2.01   Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
☒ Yes   ☐ No
(b) Names of the trustees, directors, and/or officers.
☒ Yes   ☐ No
(c) Names of the administrators.
☒ Yes   ☐ No

2.02   Does the campus:
(a) Adequately train its employees?
☒ Yes   ☐ No

(b) Provide them with constant and proper supervision?
☒ Yes   ☐ No
(c) Evaluate their work?
☒ Yes   ☐ No

2.03   Is the administration of the campus efficient and effective?
☒ Yes   ☐ No

2.04   Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
☒ Yes   ☐ No
(b) Know the person to whom they report?
☒ Yes   ☐ No
(c) Understand the standards by which the success of their work is measured?
☒ Yes   ☐ No

2.05   Does the administration maintain documentation of the evaluation of the faculty and staff?
☒ Yes   ☐ No

2.06   Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes   ☐ No

2.07   Does the campus have an appropriate grievance policy for faculty and staff?
☒ Yes   ☐ No

2.08   Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
☒ Yes   ☐ No   ☐ Not Applicable (initial applicants only)

2.09   Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Osborn, campus president, is responsible for the financial oversight of the campus. As previously stated in Section 1, his educational and occupational experiences ensure he is well-qualified to oversee the schools finances.

GENERAL COMMENTS:
Westwood College Anaheim has been in existence since 1999. There are strong systems in place to ensure the campus' administration is proactive and allows most administrative time to focus on serving students. These systems are well communicated to new faculty and staff through an extensive on-boarding process. Faculty and staff are well versed in these areas and feel they are supportive to their success.

3.   ADMINISTRATION

3.01   Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
☒ Yes   ☐ No

3.02   Are all staff well trained to carry out administrative functions?

☒ Yes   ☐ No

3.03   Who is the on-site administrator, and what are this person's qualifications?
Mr. Osborn, campus presdident, is the on-site administrator. As previously stated in Section 1, his educational and occupational experiences ensure he is well-qualified to lead the campus.

3.04   Does the campus list degrees of staff members in the catalog?
☒ Yes   ☐ No

If *Yes*, is appropriate evidence of the degrees on file?
☒ Yes   ☐ No

3.05   Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
☒ Yes   ☐ No
Admissions.
☒ Yes   ☐ No
(b) Curriculum.
☒ Yes   ☐ No
(c) Accreditation and licensure.
☒ Yes   ☐ No
(d) Guidance.
☒ Yes   ☐ No
(e) Instructional resources.
☒ Yes   ☐ No
(f) Supplies and equipment.
☒ Yes   ☐ No
(g) The school plant.
☒ Yes   ☐ No
(h) Faculty and staff.
☒ Yes   ☐ No
(i) Student activities.
☒ Yes   ☐ No
(j) Student personnel.
☒ Yes   ☐ No

3.11   Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes   ☐ No

3.12   Are appropriate transcripts maintained for all students?
☒ Yes   ☐ No

3.13   Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes   ☐ No

3.14   Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes   ☐ No

3.15   Does the campus maintain transcripts for all students indefinitely?
☒ Yes   ☐ No

3.16   Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes   ☐ No

GENERAL COMMENTS:

Mr. Osborn is a dynamic leader who truly believes service to students comes first. He empowers all employees to meet the expectations of their job descriptions. Mr. Osborn is well respected by students, faculty, staff and his administrative team; they know Mr. Osborn supports their efforts. The open door policy allows the entire campus access to Mr. Osborn. The facility is well maintained, superbly decorated, and designed as an environment conducive to learning. Mr. Osborn is very proud of his facility and that emanates to all the campus' employees.

4. RELATIONS WITH STUDENTS

4.01   How many student files were reviewed during the evaluation?
The files of 50 matriculated or active students and graduates from the 2013 CAR were reviwed during the evaluation.

4.02   Does the campus ensure that its student relations reflect high ethical standards?
☒ Yes   ☐ No

4.03   Does the campus have appropriate admissions criteria?
☒ Yes   ☐ No

4.04   Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes   ☒ No

4.05   Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☒ Yes   ☐ No

4.06   Does the admissions policy conform to the campus's mission?
☒ Yes   ☐ No

4.07   Is the admissions policy publicly stated?
☒ Yes   ☐ No

4.08   Is the admissions policy administered as written?
☒ Yes   ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that :
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program related tuition and fees?
☒ Yes ☐ No
(c) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No
(d)Is there evidence that a copy of the agreement has been provided to the student?
☒ Yes ☐ No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Wes Camp, director of admissions, is responsible for the oversight of student recruitment. Mr. Camp has a bachelor's degree in theology from California Baptist University, Riverside. He has been in his current position since 2006. Previously, he was a director of admissions at other colleges since 2000.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The director of admissions for the campus discussed in detail the recruitment procedures, shared admissions forms, training manuals and the supervision process for the admissions representatives. Based on this conversation and observation, the team was able to determine the recruiting process is ethical and compatible with the educational objectives for this campus.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
(a) Courses and programs.
☒ Yes ☐ No
(b) Services.
☒ Yes ☐ No
(c) Tuition.
☒ Yes ☐ No
(d) Terms.
☒ Yes ☐ No
(e) Operating policies.
☒ Yes ☐ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes   ☐ No

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes   ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes   ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes   ☐ No

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes   ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☐ Yes   ☒ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes   ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy is on page 74 of the 2014 academic catalog.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes   ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes   ☐ No
(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes   ☐ No
(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals.
☒ Yes   ☐ No
Incomplete grades.
☒ Yes   ☐ No
Repeated courses.
☒ Yes   ☐ No

Non-punitive grades.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
Non-credit or remedial courses.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)
A probationary period.
☒ Yes ☐ No
An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No

4.26 Does the campus apply its SAP standards consistently to all students?
☒ Yes   ☐ No

4.27 Are students who are not making satisfactory academic progress properly notified?
☒ Yes   ☐ No   ☐ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
☒ Yes   ☐ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
☒ Yes   ☐ No   ☐ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
☒ Yes   ☐ No   ☐ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes   ☐ No

4.32 Are students allowed to remain on financial aid while under warning status?
☒ Yes   ☐ No   ☐ Not Applicable (campus does not participate in financial aid)

If *Yes,* is the student informed of this policy?
☒ Yes   ☐ No

4.33   Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
☒ Yes   ☐ No

4.34   Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
☐ Yes   ☐ No   ☒ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35   Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes   ☐ No   ☒ Not Applicable (campus does not have extended enrollment)

4.36   For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes   ☐ No   ☒ Not Applicable (there is no such student)

4.37   Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes   ☐ No

4.38   Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Cathy Dropkin, campus academic dean, is responsible for the administration of satisfactory academic progress. Ms. Dropkin has a bachelor's and a master's degree in English from Florida State University. She has been in her current position since 1998 and assisted with the opening of the campus. Previously, she was the director of education and dean since 1989 with a variety of career and community colleges.

4.39   Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☒ Yes   ☐ No

4.40   Does the campus finance any of the following? (Mark all that apply.)
(a)☒ Scholarships.
(b)☒ Grants.
(c)☒ Loans.
(d)☐ The campus does not offer scholarships, grants, and/or loans.

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes   ☐ No

4.41   Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
☒ Yes   ☐ No

4.42   Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes   ☐ No

4.43   Are tuition and fees clearly stated in the catalog?
☒ Yes   ☐ No

If *Yes*, have students confirmed receiving a copy of the catalog?
☒ Yes   ☐ No   ☐ Not Applicable

4.44   Do the financial records of students clearly show the following?
(a) Charges.
☒ Yes   ☐ No
(b) Dates for the posting of tuition.
☒ Yes   ☐ No
(c) Fees.
☒ Yes   ☐ No
(d) Other charges.
☒ Yes   ☐ No
(e) Payments.
☒ Yes   ☐ No
(f) Dates of payment.
☒ Yes   ☐ No
(g) The balance after each transaction.
☒ Yes   ☐ No

4.45   Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes   ☐ No   ☒ Not Applicable (campus has not changed tuition or fees)

4.46   Is the campus' refund policy published in the catalog?
☒ Yes   ☐ No

4.47   Is the refund policy fair, equitable, and applicable to all students?
☒ Yes   ☐ No

4.48   Is the campus following its stated refund policy?
☒ Yes   ☐ No

4.49   Does the campus participate in Title IV financial aid?
☒ Yes   ☐ No

4.50   Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Angeles Ramirez, director of finance, is the on-site individual responsible for administering student financial aid. Ms. Ramirez joined the Anaheim administrative team as the director of finance in 1999. Previously, she has worked in student financial aid since 1994 with other career colleges.

4.51   Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
☒ Yes   ☐ No

4.52   Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
☒ Yes   ☐ No

4.53   Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes   ☐ No

4.54   Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Ramirez is a member of The California Association of Student Financial Aid Administrators (CASFAA) and the National Association of Student Financial Aid Administrators (NASFAA). She has attended the CASFAA and NASFSAA conference and one seminar since 2012.

4.55   Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
☒ Yes   ☐ No

4.56   Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes   ☐ No

4.57   Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes   ☒ No

4.58   Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus offers tutoring through their academic success center in the library. The librarian organizes all of the tutoring services. Both instructors and students are used for tutoring services. Academic counseling is offered by department chairs and deans. Personal counseling is offered on a case-by-case basis and students are referred to community resouces. An extensive new student orientation is offered each term and career services features prominently in that orientation.

4.59   Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
☒ Yes   ☐ No

4.60   Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Aiza Fargas, director of career services, is responsible for the oversight of counseling of students on employment opportunities. Ms. Fargas has a bachelor's degree in Asian studies from University of Santo Tomas in Manila Philippines and an MBA from Westwood College Online. She has been the campus director of career services since 2010. Previously, she was in student advising and a director of career services since 1998.

4.61   Does the campus offer employment assistance to all students?
☒ Yes   ☐ No

4.62   Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes   ☒ No

4.63   The beginning enrollment on the most current Campus Accountability Report (CAR) is 900
The ending enrollment reported on the previous year's CAR is 900

4.64   Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☒ Yes   ☐ No

4.65   Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes   ☐ No

4.66   Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

New students are required to complete entrance counseling prior to starting their program, if their financial aid packages includes federal direct student loans, students are required to complete the entrance counseling examination online at www.studentloan.gov. Completion of these modules are documented in their financial aid file. One term prior to graduation, students meet with the financial aid director to discuss loan repayment and to complete the on-line exit counseling modules.

4.67   Describe the extracurricular activities of the campus.

The campus sponsors a quarterly blood drive. Westwood College students volunteer at various organizations in the community such as the Salvation Army, Habitat for Humanity, and local hospice organizations.

5. EDUCATIONAL ACTIVITIES

5.01   Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes   ☐ No

5.02   Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
As previously mentioned, Ms. Cathy Dropkin, academic dean, is assigned to oversee the educational activities of all programs at the campus. She holds a bachelor's and a master's degree in English and has been in her current role since December 1998.

5.03   Does this person have appropriate academic or experiential qualifications?
☒ Yes   ☐ No

5.04   Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Program chairs have sufficient authority and responsibility for the development and administration of the academic programs as evidenced through review of the campus' academic freedom and governance policies, and team interviews. Daily meetings are held with department faculty, weekly meetings are held with the campus dean and assistant dean, and curriculum development and updates are an ongoing activity.

5.05   Is the time devoted to the administration of the educational programs sufficient?
☒ Yes   ☐ No

5.06   Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes   ☐ No

5.07   Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☒ Yes   ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☒ Yes   ☐ No
(c) Systematic evaluation and revision of the curriculum.
☒ Yes   ☐ No
(d) Assessment of student learning outcomes.
☒ Yes   ☐ No
(e) Planning for institutional effectiveness.
☒ Yes   ☐ No

5.08   Is there evidence that this policy has been adopted and faculty members are aware of it?
☒ Yes   ☐ No

5.14   Are the educational programs consistent with the campus' mission and the needs of its students?
☒ Yes   ☐ No

5.15   Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☒ Yes   ☐ No

5.16   What provisions are made for individual differences among students?

At the time of enrollment, students may be placed in foundational courses for math and English based on their admissions test scores. This allows them to receive individual instruction to strengthen their skills. Faculty members are very diverse and utilize a variety of methodology evidenced by classroom observations and interviews during the visit. The campus has a formal tutoring program in which students can access free tutoring as needed. In addition to supporting underperforming students, faculty support above average students by providing opportunities that encourage continuous learning.

5.17   Describe the system in place to evaluate, revise, and make changes to the curriculum.

All levels of campus stakeholders have involvement in curriculum evaluation and revision. Faculty provide feedback to campus program chairs, who in turn discuss changes with their peers at other Westwood locations. The campus also garners information from graduates, employers, and advisory committees for recommendations to enhance the curriculum. Team interviews with faculty and department chairs evidence this process is very in-tact and happens on an on-going basis.

5.18   Does the faculty participate in this process?

☒ Yes   ☐ No

5.19   Is credit appropriately converted in relation to total student contact hours in each class?

☒ Yes   ☐ No

5.20   If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

☐ Yes   ☐ No   ☒ Not Applicable (campus does not award such credit)

5.21   Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

☒ Yes   ☐ No

5.22   Are the following appropriate to adequately support the number and nature of the general education courses?

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

5.23   Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

☒ Yes   ☐ No

5.24   Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes   ☐ No

5.25   Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes   ☐ No

5.26   Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes   ☐ No

5.27   Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes   ☐ No

5.28   Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes   ☐ No

If *Yes*, how is this documented?
The Anaheim campus has a scheduled program of in-service training that follows the calendar year. To date, the faculty members have participated in two training sessions. Sign in sheets, agendas and/or copies of slides from the presentations were provided to the team as documentation. Two additional in-service trainings are scheduled for June and November 2014.

5.29   Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes   ☐ No

5.30   Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings
☒ Yes   ☐ No

5.31   Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
☒ Yes   ☐ No

5.32   Does the institution utilize contracts and/or agreements with other institutions or entities?
☒ Yes   ☐ No

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?
☒ Yes   ☐ No

5.33   Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?
☒ Yes   ☐ No

5.34   Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?
☒ Yes   ☐ No

5.35   Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes   ☐ No

5.36   Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes   ☐ No

5.37   Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?
☒ Yes   ☐ No

5.38   Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes   ☐ No

5.39   Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes   ☐ No

5.40   Do the program's general education courses meet Council standards?
☒ Yes   ☐ No

5.41   Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes   ☐ No

GENERAL COMMENTS:

The team appreciated the hospitality and the courteous welcome given by Westwood College staff and faculty. There is a positive and inspiring atmosphere on campus. Student interviews confirmed that they were highly satisfied with their learning experience and would recommend Westwood College to their friends.

6.   EDUCATIONAL FACILITIES

6.01   Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The Anaheim campus is located at 1551 S. Douglass Road, Anaheim, CA 92806. The college occupies approximately 50,000 square feet of office space in a two story build-to-suit professional building. The facility includes theory classrooms and laboratories, interior design resource library, learning commons, student commons, student study rooms, student game room, faculty commons area, testing center, academic support center, interior design resource library, life-drawing classroom, and administrative offices. Each classroom contains a faculty computer and ceiling mounted LCD projector. All computers have internet access and the entire facility is WiFi enabled. Televisions and DVD players are available for instructional use. Ample parking is available for students, staff and visitors. Special facilities available for disabled persons include specially equipped restrooms and parking spaces.

6.02   Does the campus utilize any additional space locations?
☐ Yes   ☒ No

6.03   Does the campus utilize campus additions?
☐ Yes   ☒ No

6.04   Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
☒ Yes   ☐ No

6.05   Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
(a) Equipment
☒ Yes   ☐ No
(b) Instructional tools
☒ Yes   ☐ No
(c) Machinery
☒ Yes   ☐ No

6.06   Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
☒ Yes   ☐ No

GENERAL COMMENTS:
The Anaheim campus is well-designed, clean, with ample space to create an environment conducive to learning, teaching, and administrative activities being conducted. The campus is immaculately maintained and supports the programs the campus offers. The team is impressed with the professional appearance of the campus, the arrangement of the instructional space, and the contemporary furnishings and equipment.

7.   PUBLICATIONS

7.01   What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the 2014 Westwood College California/Colorado/Georgia/Virginia Academic Catalog, volume 5, number 1 and addendum dated May 9, 2014.

7.02   Does the self-study or additional location application part II accurately portray the campus?
☒ Yes   ☐ No

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

7.04   Does the catalog contain the following items?
(a) A table of contents and/or an index.
⊠ Yes   ☐ No
(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
⊠ Yes   ☐ No
(c) The names and titles of the administrators.
⊠ Yes   ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
⊠ Yes   ☐ No
(e) A statement of accreditation
⊠ Yes   ☐ No
(f) A mission statement.
⊠ Yes   ☐ No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
⊠ Yes   ☐ No
(h) An academic calendar.
⊠ Yes   ☐ No
(i) A full disclosure of the admission requirements.
⊠ Yes   ☐ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
⊠ Yes   ☐ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
⊠ Yes   ☐ No
(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.⊠ Yes   ☐ No
(m)A definition of the unit of credit.
⊠ Yes   ☐ No   ☐ Not Applicable (The campus does not award credit)
(n) A complete explanation of the standards of satisfactory academic progress.
⊠ Yes   ☐ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
⊠ Yes   ☐ No
(p) The transfer of credit policy.
⊠ Yes   ☐ No

(q) A statement of the tuition, fees, and any other charges.
☒ Yes   ☐ No
(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
☒ Yes   ☐ No   ☐ Not Applicable (no scholarships, grants, or loans offered)
(s) The refund policy.
☒ Yes   ☐ No
(t) A statement describing the student services offered.
☒ Yes   ☐ No
(u) A student grievance policy that includes the name and address of ACICS
☒ Yes   ☐ No   ☐ Not Applicable

7.05   Does the campus offer degree programs?
☒ Yes   ☐ No

If *Yes,* does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
☒ Yes   ☐ No
(b) Identification of courses that satisfy general education requirements
☒ Yes   ☐ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
☒ Yes   ☐ No
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
☒ Yes   ☐ No

7.06   Does the campus offer courses and/or programs via distance education?
☒ Yes   ☐ No

If *Yes,* does the catalog contain the following?
(a) A description of each mode of delivery used for distance education courses.
☒ Yes   ☐ No
(b) Any additional or different admissions requirements for students taking distance education courses.
☒ Yes   ☐ No   ☐ Not Applicable (there are no additional or different admissions requirements)
(c) A description of any tests used to determine access to distance education.
☐ Yes   ☐ No   ☒ Not Applicable (no additional tests are given)
(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.
☒ Yes   ☐ No
(e) Costs and fees associated specifically with distance education.
☐ Yes   ☐ No   ☒ Not Applicable (there are no additional costs and fees)

7.07   Does the catalog contain an addendum/supplement?
☒ Yes   ☐ No

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes   ☐ No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes   ☐ No

(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes   ☐ No

7.08   Is the catalog available online?
☒ Yes   ☐ No

If *Yes*, does it match the hard copy version?
☒ Yes   ☐ No

7.09   Does the campus utilize a multiple-school catalog?
☒ Yes   ☐ No

If *Yes*, answer the following:
(a) Are all campuses using the same catalog of common ownership?
☒ Yes   ☐ No

(b) Are all photographs utilized properly labeled to identify the location depicted?
☒ Yes   ☐ No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?
☒ Yes   ☐ No

7.10   Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
☒ Yes   ☐ No

7.11   Is the correct name of the campus listed in all advertising, web postings and promotional literature?
☒ Yes   ☐ No

7.12   Where does the campus advertise (publications, online, etc.)?
The campus advertises via: various print publications, television advertisements and the campus website.

Are all print and electronic advertisements under acceptable headings?
☒ Yes   ☐ No

7.13   Does the campus use endorsements, commendations, or recommendations in its advertising?
☒ Yes   ☐ No

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
☒ Yes   ☐ No

7.14   Does the campus utilize services funded by third parties?
☐ Yes   ☒ No

7.15   Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes   ☐ No

7.16   Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
☒ Yes   ☐ No   ☐ Not Applicable (campus does not participate in financial aid)

7.17   What institutional performance information does the campus routinely provide to the public?
The campus publishes graduation rates, retention rates, and placement rates.

Where is this information published and how frequently is this information being updated?
The information is published on the campus website and is updated annually.

8.   LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01   Does the campus develop an adequate base of library resources?
☒ Yes   ☐ No

8.02   Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes   ☐ No

8.03   Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
☒ Yes   ☐ No

8.04   Are adequate staff provided to support the development, organization of the collection, and access of library resources?
☒ Yes   ☐ No

8.05   Describe how the campus develops continuous assessment strategies for resources and information services?
Mr. Edward Coslett, campus librarian, regularly solicits feedback from campus faculty for continuous assessment of resources and information services. He visits 15 to 20 classes each term and talks directly with students to assist with available library resources and to consider their requests. In addition, the campus recognizes the students' need for physical collections as well electronic.

Are these methods appropriate?
☒ Yes   ☐ No

8.06   Is the library staff adequately trained to support the library?
☒ Yes   ☐ No

8.07   Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes   ☐ No

8.08   What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $35,832.

8.09   What portion of the current year's library budget has been spent and how has the money been allocated?
The campus has utilized $22,650.35 of the current year's budget which includes: the purchase and payment of online subscriptions, periodicals, books, and DVD's.

8.10   Is there evidence that the faculty have major involvement in the selection of library resources?
☒ Yes   ☐ No

8.11   Are the library hours adequate to accommodate the needs of all students?
☒ Yes   ☐ No

8.12   Describe how the faculty inspire, motivate, and direct student usage of the library resources?
During conversations with faculty and with the librarian, the team was informed in many courses, the syllabi calls for projects to be completed or for some kind of research to take place in given subjects to enhance the learning experience. Faculty also invite the librarian to their classroom for guidance and direction in completing specialized research.

Are these methods appropriate?
☒ Yes   ☐ No

8.13   Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes   ☐ No

8.14   Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes   ☐ No

8.15   If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☒ Yes   ☐ No   ☐ Not Applicable (no interlibrary agreements)

8.16   Describe any full-text online collections available to students.
The campus offers several full-text online collections including Ebooks on Ebscohost, Proquest, Stat!Ref, and Pubmed Central in addition to a list of other online resources available to all students.

8.17   Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes   ☐ No

8.18   Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes   ☐ No

8.19   Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Mr. Coslett is the on-site librarian. He holds a bachelor's degree in communication from the University of Pittsburgh in West Chester, Pennsylvania and a master's degree in library & information science from Drexel University in Philadelphia, Pennsylvania. Mr. Coslett has three years of experience in research libraries and five years of experience in career college libraries. He assumed his current role in March 2012. The library is staffed from 7 a.m. to 9 p.m. Mr. Coslett posts specific hours for himself and the work study library assistants, who he is directly responsible for training.

Does this individual:
(a) Supervise and manage the library and instructional resources?
☒ Yes   ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes   ☐ No
(c) Assist students in the use of instructional resources?
☒ Yes   ☐ No

8.20   Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
☒ Yes   ☐ No

8.21   Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes   ☐ No   ☒ Not Applicable (staff do not hold foreign credentials)

8.22   Is documentation on file to reflect the librarian's participation in professional growth activities?
☒ Yes   ☐ No

8.23   Are the hours the library is open adequate to accommodate the needs of all students?
☒ Yes   ☐ No

8.24   Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes   ☐ No

8.25   Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes   ☐ No

8.26   Are the instructional resources organized for easy access, usage, and preservation?
      ☒ Yes   ☐ No

8.27   Is there a current inventory of instructional resources?
      ☒ Yes   ☐ No

8.28   Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
      ☒ Yes   ☐ No

8.29   Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?
      ☒ Yes   ☐ No

8.30   Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?
      ☒ Yes   ☐ No

8.31   Is there a current inventory of instructional resources, including online resources?
      ☒ Yes   ☐ No

8.32   Are the resources organized for easy access and usage?
      ☒ Yes   ☐ No

8.33   Is it evident that faculty encourages the use of the library?
      ☒ Yes   ☐ No

8.34   Do the library holdings, including online collections, support all of the offerings of the campus?
      ☒ Yes   ☐ No

9.   PROGRAM EVALUATION

Academic Associate's degree in Graphic Design
Bachelor's degree in Game Art
Bachelor's degree in Graphic Design/Visual Communications
Bachelor's degree in Graphic Design

FOR ALL PROGRAMS

9.01   Is licensure, certification or registration required to practice in the specific career field?
      ☐ Yes   ☒ No

9.02   Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Robert Peterson administers the programs of graphic design/visual communications and game art. Mr. Peterson has been employed by the campus for 15 years and has held the position of department chair for 14 years. He earned an academic associate's degree in art from Fullerton College, Fullerton, California, a

bachelor's degree in painting from California State University-Fullerton, and a master's degree in painting from California State University-Fullerton. His previous professional experience includes work as a creative director in medium range advertising agencies as well as a marketing director for corprate client accounts. Mr. Peterson currently serves as vice-president of the local chapter of the American Advertising Federation. He supervises four adjunct instructors and occasionally teaches in areas of his primary design interests.

9.03   Does this individual possess appropriate academic or experiential qualifications?
☒ Yes   ☐ No

9.04   Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes   ☐ No

9.05   Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes   ☐ No

9.06   Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion only)

   If *No,* does the campus provide one of the following:
      A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
      ☒ Yes   ☐ No

9.07   List the community resources and describe how they are utilized to enrich the program(s).
The greater metropolitan Anaheim area offers many community resources for program enrichment. The area has unique opportunities for students in the areas of film, television, music, entertainment, tourism and corporate commercial design. The composition of the program advisory committee meetings includes members of the professional community representing graphic design, multi-media, marketing, production art, and animation. Field trips include visits to local design/production studios, museums and other design studios. Guest speakers participate on a regular basis and come with professional backgrounds from creative media, advertising, animation and print design as well as film/video direction. The campus sponsors an evening where local designers come to review graduation students' portfolios for possible working relationships. The campus maintains a high profile in the areas of student design competitions. The campus boasts 26 Regional Addy awards that line the hallways. The hallways feature student work which serves to aquaint both students and visitors to the campus with the on-going student work. Students volunteer for local public service activities and also join the Ad Club of Southern California.

9.08   Is the utilization of community resources sufficient to enrich the program?
☒ Yes   ☐ No

9.09   Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes   ☐ No

9.10   For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes   ☐ No   ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11   Does the program use independent studies?
☐ Yes   ☒ No *(Skip to question 9.13)*

9.13   Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes   ☐ No

9.14   Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes   ☐ No

9.15   Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes   ☐ No
(b) Course numbers
☒ Yes   ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes   ☐ No
(d) Instructional contact hours/credits
☒ Yes   ☐ No
(e) Learning objectives
☒ Yes   ☐ No
(f) Instructional materials and references
☒ Yes   ☐ No
(g) Topical outline of the course
☒ Yes   ☐ No
(h) Instructional methods
☒ Yes   ☐ No
(i) Assessment criteria
☒ Yes   ☐ No
(j) Method of evaluating students
☒ Yes   ☐ No
(k) Date the syllabus was last reviewed
☒ Yes   ☐ No
For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
(l) Out-of-class work assignments that support the learning objectives for the course

☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ·   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16   Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes   ☐ No

9.17   Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes   ☐ No

9.18   Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes   ☐ No

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate's degree in Graphic Design - 1
Bachelor's degree in Graphic Design/Visual Communications - 5
Bachelor's of science in Game Art - 4

How many calls to employers or graduates were successful?
The following calls, by program, were successful:
Academic associate's degree in Graphic Design - 1
Bachelor's degree in Graphic Design/Visual Communications - 3
Bachelor's of science in Game Art - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?
All successful contacts confirmed the employment of the graduates as reported on the 2103 CAR.

9.19   Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes   ☐ No   ☒ Not Applicable

9.20   Does the campus participate in Title IV financial aid?
☒ Yes   ☐ No

9.21   Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

9.22   Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team was presented with homework assignments that corresponded to grades on grade sheets, which also included comments from the instructor. Anticipated homework time is indicated on the syllabi.

9.23　Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes　　☐ No
(b) Instructional equipment.
☒ Yes　　☐ No
(c) Resources.
☒ Yes　　☐ No
(d) Personnel.
☒ Yes　　☐ No

9.24　Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes　　☐ No
(b) Well-defined instructional objectives.
☒ Yes　　☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes　　☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes　　☐ No
(e) The use of appropriate assessment strategies.
☒ Yes　　☐ No
(f) The use of appropriate experiences.
☒ Yes　　☐ No

9.25　Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes　　☐ No

9.26　Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes　　☐ No

9.27　Is the size of the faculty appropriate to the total student enrollment?
☒ Yes　　☐ No

9.28　Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes　　☐ No

9.29　Are teaching loads reasonable?
☒ Yes　　☐ No

9.37   Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes   ☐ No

9.38   Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes   ☐ No

9.39   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes   ☐ No

9.40   Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes   ☐ No   ☐ Not Applicable (no students in the second year)

9.41   Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes   ☐ No   ☐ Not applicable

9.42   Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes   ☐ No

9.43   Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes   ☐ No

9.44   If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes   ☐ No   ☐ Not Applicable (institution offers all four years of the degree)

9.45   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes   ☐ No

9.46   Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes   ☐ No   ☐ Not Applicable (no students in the third and fourth years)

9.47   Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes   ☐ No

GENERAL COMMENTS:
The hallways are enhanced with the framed work of current and past students, which allows visitors to the campus to see work produced by the students.

COMMENDATIONS:

The team commends the librarian for his personal commitment to the education of the students and his own involvement in the dedication to the excellence of the students' experience. The team reviewed both current student and graduate portfolios and found them to be suitable for employment interviews and professional consideration.

9. PROGRAM EVALUATION

Academic Associate's degree in Criminal Justice
Academic Associate's degree in Paralegal
Bachelor's degree in Criminal Justice

9.01   Is licensure, certification or registration required to practice in the specific career field?

    ☐ Yes   ☒ No

9.02   Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Alfonso Valdez, program chair, oversees the criminal justice programs. Dr. Valdez holds bachelor's degrees in biology and chemistry from the University of California Irvine, a master's degree in law and a PhD in psychology both from California Southern University, Los Angeles. He brings 30 years of expereince in the field to the campus, and of special note he holds certification as a gang expert.

Ms. Kimberly Thomson is the interim program chair for the paralegal program. Ms. Thomson holds a bachelor's degree in speech from California State University Long Beach and a JD from Southwestern Law School, Los Angeles, California.

9.03   Does this individual possess appropriate academic or experiential qualifications?

    ☒ Yes   ☐ No

9.04   Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

    ☒ Yes   ☐ No

9.05   Are the time and resources devoted to the administration of the educational program(s) sufficient?

    ☒ Yes   ☐ No

9.06   Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:

    (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

    ☐ Yes   ☒ No   ☐ Not Applicable (Additional Location Inclusion only)

    (b) Student placement rate of 70 percent?

    ☐ Yes   ☒ No   ☐ Not Applicable (Additional Location Inclusion only)

        A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

        ☒ Yes   ☐ No

9.07   List the community resources and describe how they are utilized to enrich the program(s).

The team reviewed program advisory committee meeting minutes for the criminal justice programs. Recent field trips include visits to the following sites/events: Patton State Mental Hospital, Theo Lacy Jail, Chapman University- "Remembering the Past toward Healing our Future", Santa Ana Community Court, Orange County probation office, John Wayne Airport and Garden Grove Police Department. Guest speakers were a student favorite. The following experts in the field have addressed the criminal justice students: Orange County sheriff Robert Mann, Mr. Walter Clark- female-to-male transgender individual and Ms. Melissa Brat, the Los Angeles city investigator. The criminal justice program has two active student organizations, the Criminal Justice Honor Society and the Criminal Justice Student Association.

The team reviewed program advisory committee meeting minutes for the paralegal program. Recent field trips include visits to the Orange County Law Library and Orange County paralegal association workshops. In addition, Ms. Katherine Schwenke, paralegal, and Ms. Kai Williamson of the Orange County Paralegal Association, have given classroom presentations.

Other activities include a mixer with alumni, community representatives, and students; and a Moot Court Competition with the American Collegiate Moot Court Association. Finally, the campus serves as an exam site for National Association of Legal Assistant's certified legal assistant exam.

9.08   Is the utilization of community resources sufficient to enrich the program?
☒ Yes   ☐ No

9.09   Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes   ☐ No

9.10   For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes   ☐ No   ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11   Does the program use independent studies?
☒ Yes   ☐ No

9.12   Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes   ☐ No

9.13   Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes   ☐ No

9.14   Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes   ☐ No

9.15   Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions
☒ Yes   ☐ No

(b) Course numbers
☒ Yes   ☐ No

(c) Course prerequisites and/or corequisites
☒ Yes   ☐ No

(d) Instructional contact hours/credits
☒ Yes   ☐ No

(e) Learning objectives
☒ Yes   ☐ No

(f) Instructional materials and references
☒ Yes   ☐ No

(g) Topical outline of the course
☒ Yes   ☐ No

(h) Instructional methods
☒ Yes   ☐ No

(i) Assessment criteria
☒ Yes   ☐ No

(j) Method of evaluating students
☒ Yes   ☐ No

(k) Date the syllabus was last reviewed
☒ Yes   ☐ No

For Title IV participant campuses that have *lecture* courses in *credit hour programs* or *clock-to-credit hour programs* only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16   Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes   ☐ No

9.17   Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes   ☐ No

9.18   Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes   ☐ No   ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic Associate's degree in paralegal - 3
Bachelor's degree in Criminal Justice - 15

How many calls to employers or graduates were successful?
The following number of calls, by program, was successful:
Academic Associate's degree in paralegal - 1
Bachelor's degree in Criminal Justice - 7.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduate as reported on the 2013 CAR.

9.19   Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
    ☒ Yes   ☐ No   ☐ Not Applicable

9.20   Does the campus participate in Title IV financial aid?
    ☒ Yes   ☐ No

9.21   Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
    ☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

9.22   Is there evidence that out-of-class work or the equivalency is being evaluated?
    ☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

    If *Yes*, briefly describe the documentation of evaluation viewed on site.
    The team reviewed graded homework which was recorded in each instructor's grade book.

9.23   Are the following appropriate to adequately support the number and nature of the program?
    (a) Facilities.
    ☒ Yes   ☐ No
    (b) Instructional equipment.
    ☒ Yes   ☐ No
    (c) Resources.
    ☒ Yes   ☐ No
    (d) Personnel.
    ☒ Yes   ☐ No

9.24   Are the following elements appropriately incorporated into the instructional components of the program?
    (a) Systematic planning.
    ☒ Yes   ☐ No
    (b) Well-defined instructional objectives.
    ☒ Yes   ☐ No
    (c) The selection and use of appropriate and current learning materials.
    ☒ Yes   ☐ No
    (d) Appropriate modes of instructional delivery.
    ☒ Yes   ☐ No

(e) The use of appropriate assessment strategies.
☒ Yes   ☐ No
(f) The use of appropriate experiences.
☒ Yes   ☐ No

9.26   Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes   ☐ No

9.27   Is the size of the faculty appropriate to the total student enrollment?
☒ Yes   ☐ No

9.28   Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes   ☐ No

9.29   Are teaching loads reasonable?
☒ Yes   ☐ No

9.37   Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes   ☐ No

9.38   Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes   ☐ No

9.39   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes   ☐ No

9.40   Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes   ☐ No   ☐ Not Applicable (no students in the second year)

9.41   Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes   ☐ No   ☐ Not applicable

9.42   Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes   ☐ No

9.43   Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes   ☐ No

9.44   If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes   ☐ No   ☒ Not Applicable (institution offers all four years of the degree)

9.45   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes   ☐ No

9.46   Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes   ☐ No   ☐ Not Applicable (no students in the third and fourth years)

9.47   Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes   ☐ No

9.   PROGRAM EVALUATION

Academic Associate's degree in Health Information Technology

9.01   Is licensure, certification or registration required to practice in the specific career field?
☐ Yes   ☒ No

9.02   Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Carole Sanders, department chair since 2013, oversees the program. Ms. Sanders holds an associate's degree in health information technology from Cypress College, an associate's degree in medical assisting-administrative from Orange Coast College, a bachelor's degree in health information administration from Loma Linda University, and a master's degree in health information management from The College of Saint Scholastica. Ms. Sanders has over 35 years of experience working in the allied health field, both as a practitioner and as an educational administrator.

9.03   Does this individual possess appropriate academic or experiential qualifications?
☒ Yes   ☐ No

9.04   Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes   ☐ No

9.05   Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes   ☐ No

9.06   Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes   ☐ No   ☒ Not Applicable (There are no graduates of the program.)

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes   ☒ No

The program placement for the academic associate's degree in health information technology was reported as zero percent as there were no graduates from this program as reported on the 2013 CAR.

9.07   List the community resources and describe how they are utilized to enrich the program(s).
The program has sufficient community support, as witnessed by an active advisory committee and the use of field trips. A recent field trip was made to the Orange County Health Information Association.

9.08   Is the utilization of community resources sufficient to enrich the program?
☒ Yes   ☐ No

9.09   Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes   ☐ No

9.10   For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes   ☐ No   ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11   Does the program use independent studies?
☒ Yes   ☐ No

9.12   Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes   ☐ No

9.13   Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes   ☐ No

9.14   Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes   ☐ No

9.15   Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes   ☐ No
(b) Course numbers
☒ Yes   ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes   ☐ No

(d) Instructional contact hours/credits
☒ Yes   ☐ No
(e) Learning objectives
☒ Yes   ☐ No
(f) Instructional materials and references
☒ Yes   ☐ No
(g) Topical outline of the course
☒ Yes   ☐ No
(h) Instructional methods
☒ Yes   ☐ No
(i) Assessment criteria
☒ Yes   ☐ No
(j) Method of evaluating students
☒ Yes   ☐ No
(k) Date the syllabus was last reviewed
☒ Yes   ☐ No
For Title IV participant campuses that have __lecture__ courses in __credit hour programs__ or __clock-to-credit__ __hour programs__ only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16   Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes   ☐ No

9.17   Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes   ☐ No

9.18   Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes   ☐ No   ☒ Not Applicable (there have been no graduates)

9.19   Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes   ☐ No   ☒ Not Applicable

9.20   Does the campus participate in Title IV financial aid?
☒ Yes   ☐ No

9.21   Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

9.22   Is there evidence that out-of-class work or the equivalency is being evaluated?

⊠ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided with samples of graded homework, verified with students that homework is graded and required for each course, and reviewed homework as listed on syllabi.

9.23   Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
⊠ Yes   ☐ No
(b) Instructional equipment.
⊠ Yes   ☐ No
(c) Resources.
⊠ Yes   ☐ No
(d) Personnel.
⊠ Yes   ☐ No

9.24   Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
⊠ Yes   ☐ No
(b) Well-defined instructional objectives.
⊠ Yes   ☐ No
(c) The selection and use of appropriate and current learning materials.
⊠ Yes   ☐ No
(d) Appropriate modes of instructional delivery.
⊠ Yes   ☐ No
(e) The use of appropriate assessment strategies.
⊠ Yes   ☐ No
(f) The use of appropriate experiences.
⊠ Yes   ☐ No

9.37   Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
⊠ Yes   ☐ No

9.38   Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
⊠ Yes   ☐ No

9.39   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
⊠ Yes   ☐ No

9.40   Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
⊠ Yes   ☐ No   ☐ Not Applicable (no students in the second year)

9.41   Are the second-year courses based upon appropriate first-year prerequisites?
⊠ Yes   ☐ No   ☐ Not applicable

9.   PROGRAM EVALUATION

Diploma in Medical Assisting
Academic Associate's degree in Medical Insurance Coding and Billing
Academic Associate's degree in Medical Office Management

9.01   Is licensure, certification or registration required to practice in the specific career field?
☐ Yes   ⊠ No

9.02   Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Kyle Smith, program chair since March 2014, oversees the allied health programs. Mr. Smith holds a bachelor's degree in health science from California State University Long Beach. Mr. Smith is a registered medical assistant, basic life support instructor and certified provider in Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED). He has over 20 years of experience in the allied health field, both as a practitioner and as an educational administrator.

9.03   Does this individual possess appropriate academic or experiential qualifications?
⊠ Yes   ☐ No

9.04   Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
⊠ Yes   ☐ No

9.05   Are the time and resources devoted to the administration of the educational program(s) sufficient?
⊠ Yes   ☐ No

9.06   Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes   ⊠ No   ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☐ Yes   ⊠ No   ☐ Not Applicable

   If *No,* does the campus provide one of the following:
   A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
   ☐ Yes   ⊠ No

The program retention for the associate's degree in medical insurance billing and coding was reported as 50 percent. There are only two students in the program, so the mitigating circumstances exception applies.

The program placement for the diploma in medical assistant was reported as 50 percent. There are only two students in the reporting period so the mitigating circumstances exception applies.

The program placement for the associate's degree in medical office management was reported as zero percent. There were no students available for placement during the 2013 CAR reporting period.

9.07   List the community resources and describe how they are utilized to enrich the program(s).
The programs have strong community support, as witnessed by contracts for clinical placement in local urgent care sites with availability for externship assignments. Guest speakers present on topics such as a heart transplant from a patient's perspective, blood drive processes as presented by Ms. Rebecca O'Rourke from American Red Cross, and bone marrow donor programs as presented by Ms. Alessadnra Satrape, Be The Match recruitment specialist. The students took a recent field trip to Body Worlds, and there is an active program advisory committee.

9.08   Is the utilization of community resources sufficient to enrich the program?
☒ Yes   ☐ No

9.09   Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes   ☐ No

9.10   For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes   ☐ No

9.11   Does the program use independent studies?
☐ Yes   ☒ No *(Skip to question 9.13)*

9.13   Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes   ☐ No

9.14   Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes   ☐ No

9.15   Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes   ☐ No
(b) Course numbers
☒ Yes   ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes   ☐ No
(d) Instructional contact hours/credits
☒ Yes   ☐ No
(e) Learning objectives
☒ Yes   ☐ No
(f) Instructional materials and references
☒ Yes   ☐ No

(g) Topical outline of the course
☒ Yes   ☐ No
(h) Instructional methods
☒ Yes   ☐ No
(i) Assessment criteria
☒ Yes   ☐ No
(j) Method of evaluating students
☒ Yes   ☐ No
(k) Date the syllabus was last reviewed
☒ Yes   ☐ No
For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit</u> <u>hour programs</u> only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16   Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes   ☐ No

9.17   Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes   ☐ No

9.18   Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes   ☐ No   ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
There was one call made to employers for the associate's degree in medical insurance billing and coding.

How many calls to employers or graduates were successful?
There was one successful call for the associate's degree in medical insurance billing and coding.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There was one call that confirmed the employment of the graduate for the associate's degree in medical insurance billing and coding program as reported on the 2013 CAR.

9.19   Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes   ☐ No   ☒ Not Applicable

9.20   Does the campus participate in Title IV financial aid?
☒ Yes   ☐ No

9.21   Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

9.22   Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided with graded homework; verified with students that homework is graded; and reviewed homework assignments as stated on the syllabi.

9.23   Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes   ☐ No
(b) Instructional equipment.
☒ Yes   ☐ No
(c) Resources.
☒ Yes   ☐ No
(d) Personnel.
☒ Yes   ☐ No

9.24   Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes   ☐ No
(b) Well-defined instructional objectives.
☒ Yes   ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes   ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes   ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes   ☐ No
(f) The use of appropriate experiences.
☒ Yes   ☐ No

9.25   Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes   ☐ No

9.26   Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes   ☐ No

9.27   Is the size of the faculty appropriate to the total student enrollment?
⊠ Yes   ☐ No

9.28   Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
⊠ Yes   ☐ No

9.29   Are teaching loads reasonable?
⊠ Yes   ☐ No

9.30   Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
⊠ Yes   ☐ No

9.31   What is the current student/teacher ratio?
The current student/teacher ratio is 6:1.

9.32   Is the current student-teacher ratio reasonable for the mode of delivery and course content?
⊠ Yes   ☐ No

9.37   Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
⊠ Yes   ☐ No

9.38   Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
⊠ Yes   ☐ No

9.39   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
⊠ Yes   ☐ No

9.40   Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
⊠ Yes   ☐ No   ☐ Not Applicable (no students in the second year)

9.41   Are the second-year courses based upon appropriate first-year prerequisites?
⊠ Yes   ☐ No   ☐ Not applicable

9.   PROGRAM EVALUATION

Occupational Associate's degree in Information Technology
Academic Associate's degree in Information and Network Technologies
Bachelor's degree in Information and Network Technologies: Major in Network Management

9.01   Is licensure, certification or registration required to practice in the specific career field?
☐ Yes   ⊠ No

9.02   Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Thomas Garvey is assigned to administer these academic programs. Mr. Garvey holds a bachelor's degree in accounting from Polytechnic University of Pomona, California and an MBA degree from Chapman University, Orange, California. Mr. Garvey holds the following industry certifications: Microsoft Certified Trainer (MCT), Microsoft Certified Solutions Expert (MCSE), Microsoft Certified Database Administrator (MCDBA), CompTIA Certified Technical Trainer (CTT+) and CompTIA A+ certifications. Mr. Garvey's experiential qualifications include employment as an operations/human resources director for the Turnip Rose Corporation, and as an operations director at Catalina Channel Express.

9.03   Does this individual possess appropriate academic or experiential qualifications?
    ☒ Yes   ☐ No

9.04   Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
    ☒ Yes   ☐ No

9.05   Are the time and resources devoted to the administration of the educational program(s) sufficient?
    ☒ Yes   ☐ No

9.06   Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
    ☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
    ☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion only)

Question 9.06 is answered for the bachelor's degree in Information and Network Technologies: Major in Network Management.

If *No,* does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
    ☐ Yes   ☒ No

The placement rate for the occupational associate's degree in information technology and the academic associate's degree in information and network technologies were reported as zero percent. There were no graduates in either program as reported on the 2013 CAR.

9.07   List the community resources and describe how they are utilized to enrich the program(s).
These programs utilize a program advisory committee consisting of local industry professionals that provide recommendations and feedback on the needs of local industry. Documentation shows there was a meeting held on November 7, 2013, where attendees discussed current industry trends, industry certifications, as well as Westwood College's new associate's of occupational studies program in information technology. The team also found documentation for field trips students attended, including an

electronics show on February 12, 2014. The program has a student information technology club entitled Networking and Information Club (NIC) that participates in community outreach. These outreach experiences include providing computer repair services to individuals and organizations in the local area.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes   ☐ No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes   ☐ No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes   ☐ No   ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?
☐ Yes   ☒ No *(Skip to question 9.13)*

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes   ☐ No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes   ☐ No

9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes   ☐ No
(b) Course numbers
☒ Yes   ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes   ☐ No
(d) Instructional contact hours/credits
☒ Yes   ☐ No
(e) Learning objectives
☒ Yes   ☐ No
(f) Instructional materials and references
☒ Yes   ☐ No
(g) Topical outline of the course
☒ Yes   ☐ No
(h) Instructional methods
☒ Yes   ☐ No
(i) Assessment criteria
☒ Yes   ☐ No

(j) Method of evaluating students
☒ Yes   ☐ No
(k) Date the syllabus was last reviewed
☒ Yes   ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16   Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes   ☐ No

9.17   Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes   ☐ No

9.18   Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes   ☐ No   ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the Bachelor's degree program in Information and Network Technologies - 11

How many calls to employers or graduates were successful?
The following number of calls was successful for the Bachelor's degree program in Information and Network Technologies - 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

9.19   Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes   ☐ No   ☒ Not Applicable

9.20   Does the campus participate in Title IV financial aid?
☒ Yes   ☐ No

9.21   Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes   ☐ No

9.22   Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed instructor gradebooks that included graded out-of-class work assignments.

9.23   Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes   ☐ No
(b) Instructional equipment.
☒ Yes   ☐ No
(c) Resources.
☒ Yes   ☐ No
(d) Personnel.
☒ Yes   ☐ No

9.24   Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes   ☐ No
(b) Well-defined instructional objectives.
☒ Yes   ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes   ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes   ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes   ☐ No
(f) The use of appropriate experiences.
☒ Yes   ☐ No

9.25   Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
☒ Yes   ☐ No

9.26   Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes   ☐ No

9.27   Is the size of the faculty appropriate to the total student enrollment?
☒ Yes   ☐ No

9.28   Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes   ☐ No

9.29   Are teaching loads reasonable?
☒ Yes   ☐ No

9.30   Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
☒ Yes   ☐ No

9.31   What is the current student/teacher ratio?
The current student/teacher ratio is 3:1.

9.32   Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☒ Yes   ☐ No

9.33   Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes   ☐ No

9.34   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes   ☐ No

9.35   Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes   ☐ No

9.36   Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes   ☐ No

9.37   Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes   ☐ No

9.38   Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes   ☐ No

9.39   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes   ☐ No

9.40   Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes   ☐ No   ☐ Not Applicable (no students in the second year)

9.41   Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes   ☐ No   ☐ Not applicable

9.42   Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes   ☐ No

9.43   Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes   ☐ No

9.44   If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes   ☐ No   ☐ Not Applicable (institution offers all four years of the degree)

9.45   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes   ☐ No

9.46   Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes   ☐ No   ☐ Not Applicable (no students in the third and fourth years)

9.47   Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes   ☐ No

GENERAL COMMENTS:

Students interviewed by the team were highly complimentary of the school in general, and the faculty in particular, indicating they thought they are being well-prepared for careers in the information technology industry.

9 PROGRAM EVALUATION

Bachelor's degree in Game Software Development

9.01   Is licensure, certification or registration required to practice in the specific career field?
☐ Yes   ☒ No

9.02   Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Glennon Neubauer is assigned to administer this academic program. Mr. Neubauer holds an associate's degree in real estate from Rio Hondo College, Whittier, California, a bachelor's degree in business administration management from California State University, Los Angeles, California, and an MBA degree from Westwood College Online. Mr. Neubauer's experiential qualifications include employment as a contract software game developer for his own company, Ethos Group, a software trainer at Rightway Training Center, and a computer programing instructor at Computer Learning Center.

9.03   Does this individual possess appropriate academic or experiential qualifications?
☒ Yes   ☐ No

9.04   Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes   ☐ No

9.05   Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes   ☐ No

9.06   Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion only)

9.07   List the community resources and describe how they are utilized to enrich the program(s).
The program utilizes a program advisory committee comprised of local industry professionals who provide recommendations and feedback on the needs of local industry. Documentation shows there was a meeting held on October 23, 2013, where attendees discussed the value of industry certifications, exposing students to relevant mathematics and acquiring C++ language skills. The team also found documentation showing multiple guest speakers sharing their expertise with students and a student club entitled "the League," that facilitates student software projects.

9.08   Is the utilization of community resources sufficient to enrich the program?
☒ Yes   ☐ No

9.09   Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes   ☐ No

9.10   For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes   ☐ No   ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11   Does the program use independent studies?
☐ Yes   ☒ No *(Skip to question 9.13)*

9.13   Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes   ☐ No

9.14   Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
⊠ Yes   ☐ No

9.15   Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
⊠ Yes   ☐ No
(b) Course numbers
⊠ Yes   ☐ No
(c) Course prerequisites and/or corequisites
⊠ Yes   ☐ No
(d) Instructional contact hours/credits
⊠ Yes   ☐ No
(e) Learning objectives
⊠ Yes   ☐ No
(f) Instructional materials and references
⊠ Yes   ☐ No
(g) Topical outline of the course
⊠ Yes   ☐ No
(h) Instructional methods
⊠ Yes   ☐ No
(i) Assessment criteria
⊠ Yes   ☐ No
(j) Method of evaluating students
⊠ Yes   ☐ No
(k) Date the syllabus was last reviewed
⊠ Yes   ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
⊠ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
⊠ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16   Do students confirm that they receive a course syllabus and that it is followed?
⊠ Yes   ☐ No

9.17   Are the courses available when needed by the student in the normal pursuit of a program of study?
⊠ Yes   ☐ No

9.18   Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
⊠ Yes   ☐ No   ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 4 calls attempted to the graduates or employers of the bachelor's degree in Game Software Development program.

How many calls to employers or graduates were successful?
There was 1 successful call.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The successful contact confirmed the employment of the graduate as reported on the 2013 CAR.

9.19   Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes   ☐ No   ☒ Not Applicable

9.20   Does the campus participate in Title IV financial aid?
☒ Yes   ☐ No

9.21   Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes   ☐ No

9.22   Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team reviewed instructor gradebooks that included graded out-of-class work assignments.

9.23   Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes   ☐ No
(b) Instructional equipment.
☒ Yes   ☐ No
(c) Resources.
☒ Yes   ☐ No
(d) Personnel.
☒ Yes   ☐ No

9.24   Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes   ☐ No
(b) Well-defined instructional objectives.
☒ Yes   ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes   ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes   ☐ No

(e) The use of appropriate assessment strategies.
☒ Yes   ☐ No
(f) The use of appropriate experiences.
☒ Yes   ☐ No

9.26   Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes   ☐ No

9.27   Is the size of the faculty appropriate to the total student enrollment?
☒ Yes   ☐ No

9.28   Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes   ☐ No

9.29   Are teaching loads reasonable?
☒ Yes   ☐ No

9.42   Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes   ☐ No

9.43   Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes   ☐ No

9.44   If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes   ☐ No

9.45   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes   ☐ No

9.46   Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes   ☐ No   ☐ Not Applicable (no students in the third and fourth years)

9.47   Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes   ☐ No

9. PROGRAM EVALUATION

Associate's degree in Business Administration
Bachelor's degree in Business Administration: Accounting
Bachelor's degree in Business Administration: Healthcare Management
Bachelor's degree in Business Administration: Human Resource Management
Bachelor's degree in Business Administration: Management
Bachelor's degree in Business Administration: Marketing
Bachelor's degree in Business Administration: Project Management

9.01   Is licensure, certification or registration required to practice in the specific career field?
☐ Yes   ☒ No

9.02   Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Tim Garvey is the business program department chair. He holds a bachelor's degree in management and accounting from California Polytechnic University of Pamona and an executive MBA degree from Chapman University in Orange, California. Mr. Garvey has been with Westwood in Anaheim for 11 years. He began as an adjunct faculty member and moved to full-time prior to becoming the department chair. Previously, he was employed by the Computer Education Institute (CEI) which is now part of Everest College; Ralph's Grocery in California as a manager, Smith-Kline-Beckman as an operations manager in production control, and Catalina Express as an information technology specialist.

9.03   Does this individual possess appropriate academic or experiential qualifications?
☒ Yes   ☐ No

9.04   Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes   ☐ No

9.05   Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes   ☐ No

9.06   Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion only)

The program placement for the associate's degree in business administration, bachelor's degree in business administration – accounting, the bachelor's degree in business administration – human resource management and the bachelor's degree in business administration – marketing is reported as zero percent. There were no graduates in these programs during the 2013 CAR reporting period.

9.07   List the community resources and describe how they are utilized to enrich the program(s).
The program utilizes guest speakers, field trips, and an advisory council. The advisory council, which meets twice a year, has four to five community leaders who are potential employers of Westwood students. Guest speakers give presentations about job challenges, the industry, and workplace expectations. Students have taken field trips to Coca-Cola to meet with management staff, learning marketing techniques, housing of inventory, and day-to-day operations; New Green Day recycling company where students learned the business of recycling, recyclable units within businesses, containerizing, interviewing Green Day employees, and reprocessing products and selling to China, and Disneyland where students learned about the operations of the park, the hiring process, money tabulations, park management.

9.08   Is the utilization of community resources sufficient to enrich the program?
☒ Yes   ☐ No

9.09   Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes   ☐ No

9.10   For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes   ☐ No   ☒ Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11   Does the program use independent studies?
☒ Yes   ☐ No

9.12   Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
☒ Yes   ☐ No

9.13   Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes   ☐ No

9.14   Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes   ☐ No

9.15   Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes   ☐ No
(b) Course numbers
☒ Yes   ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes   ☐ No
(d) Instructional contact hours/credits
☒ Yes   ☐ No

(e) Learning objectives
☒ Yes   ☐ No
(f) Instructional materials and references
☒ Yes   ☐ No
(g) Topical outline of the course
☒ Yes   ☐ No
(h) Instructional methods
☒ Yes   ☐ No
(i) Assessment criteria
☒ Yes   ☐ No
(j) Method of evaluating students
☒ Yes   ☐ No
(k) Date the syllabus was last reviewed
☒ Yes   ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16   Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes   ☐ No

9.17   Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes   ☐ No

9.18   Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes   ☐ No   ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls was made to employers for the following programs:
Bachelor's degree in Business Administration Health Care - 4
Bachelor's degree in Business Administration Management - 4
Bachelor's degree in business Administration in Marketing Management - 4

How many calls to employers or graduates were successful?
The following numbers of calls, by program, was successful:
Bachelor's degree in Business Administration Health Care - 2
Bachelor's degree in Business Administration in Management - 3
Bachelor's degree in Business Administration in Marketing Management - 1.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful contacts confirmed the employment of the graduates as reported on the 2103 CAR.

9.19   Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☒ Yes   ☐ No   ☐ Not Applicable

9.20   Does the campus participate in Title IV financial aid?
☒ Yes   ☐ No

9.21   Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

9.22   Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
Out-of-class work is evaluated by in-class verification. Instructors utilize quizzes or additional lectures with reading assignments. Homework is presented to the instructor and grades are posted online. The team verified the postings in the CampusVue system within the business management department.

9.23   Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes   ☐ No
(b) Instructional equipment.
☒ Yes   ☐ No
(c) Resources.
☒ Yes   ☐ No
(d) Personnel.
☒ Yes   ☐ No

9.24   Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes   ☐ No
(b) Well-defined instructional objectives.
☒ Yes   ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes   ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes   ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes   ☐ No
(f) The use of appropriate experiences.
☒ Yes   ☐ No

9.26   Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes   ☐ No

9.27   Is the size of the faculty appropriate to the total student enrollment?
☒ Yes   ☐ No

9.28   Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes   ☐ No

9.29   Are teaching loads reasonable?
☒ Yes   ☐ No

9.37   Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes   ☐ No

9.38   Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes   ☐ No

9.39   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes   ☐ No

9.40   Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes   ☐ No   ☐ Not Applicable (no students in the second year)

9.41   Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes   ☐ No   ☐ Not applicable

9.42   Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes   ☐ No

9.43   Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes   ☐ No

9.44   If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes   ☐ No   ☐ Not Applicable (institution offers all four years of the degree)

9.45   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
    ☒ Yes   ☐ No

9.46   Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
    ☒ Yes   ☐ No   ☐ Not Applicable (no students in the third and fourth years)

9.47   Are the third- and fourth-year courses based upon appropriate prerequisites?
    ☒ Yes   ☐ No

COMMENDATIONS:

The team compliments Mr. Garvey, business management program department chair. The compliments from student interviews demonstrated their incredible respect and kudos to Mr. Garvey for his involvement and level of interaction with them to ensure their successes.

The team commends Mr. Gary Quire, business management instructor. Students in his classroom offered excellent comments regarding Mr. Quire's instructional techniques and his business knowledge.

Mr. Coslett, Westwood librarian, is helpful, courteous, and knowledgeable about the business management resources. The entire faculty complimented Mr. Cotton on his interactions with the students and his helpful support of faculty.

9. PROGRAM EVALUATION
Academic Associate's degree in Construction Management
Academic Associate's degree in Computer Aided Design/Architectural Drafting
Bachelor's degree in Interior Design
Bachelor's degree in Construction Management

9.01   Is licensure, certification or registration required to practice in the specific career field?
    ☐ Yes   ☒

9.02   Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Al Nikroo, program chair since 2009, oversees the interior design, computer aided design/architectural drafting and construction management programs. Mr. Nikroo holds a master's degree in architecture from California State Polytechnic University and bachelor's degree in mathematics from the University of California Los Angeles. Mr. Nikroo has over 20 years of experience in the architecture and design industries, as both an educator and practioner.

9.03   Does this individual possess appropriate academic or experiential qualifications?
    ☒ Yes   ☐ No

9.04   Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
    ☒ Yes   ☐ No

9.05   Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes   ☐ No

9.06   Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes   ☐ No
(b) Student placement rate of 70 percent?
☐ Yes   ☒ No

The program placement rate for the academic associate's degree in construction management was reported as zero percent. There were no graduates in this program for the 2013 CAR reporting period and mitigating circumstance exception applies.

9.07   List the community resources and describe how they are utilized to enrich the program(s).
In all three programs reviewed, there was documented evidence of field trips, guest speakers and program advisory committee meeting minutes. Guest speakers include professionals from the design, engineering and construction industries. The student chapter of The American Society of Interior Designers (ASID) offered student members the opportunity to take a field trip to Italy over winter break in 2013.

9.08   Is the utilization of community resources sufficient to enrich the program?
☒ Yes   ☐ No

9.09   Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☒ Yes   ☐ No

9.10   For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes   ☐ No   ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11   Does the program use independent studies?
☐ Yes   ☒ No (Skip to question 9.13)

9.13   Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes   ☐ No

9.14   Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes   ☐ No

9.15   Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes   ☐ No
(b) Course numbers
☒ Yes   ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes   ☐ No
(d) Instructional contact hours/credits
☒ Yes   ☐ No
(e) Learning objectives
☒ Yes   ☐ No
(f) Instructional materials and references
☒ Yes   ☐ No
(g) Topical outline of the course
☒ Yes   ☐ No
(h) Instructional methods
☒ Yes   ☐ No
(i) Assessment criteria
☒ Yes   ☐ No
(j) Method of evaluating students
☒ Yes   ☐ No
(k) Date the syllabus was last reviewed
☒ Yes   ☐ No
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes   ☐ No   ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.16   Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes   ☐ No

9.17   Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes   ☐ No

9.18   Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes   ☐ No

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic Associate's degree program in Computer Aided Design/Architectural Drafting - 2
Bachelor's Degree program in Interior Design - 7
Bachelor's Degree program in Construction Management - 4

How many calls to employers or graduates were successful?
The following number of calls, by program was successful:
Academic Associate's degree program in Computer Aided Design/Architectural Drafting - 2
Bachelor's Degree program in Interior Design - 2
Bachelor's Degree program in Construction Management - 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes   ☒ No   ☐ Not Applicable

(Section 3-1-303(a)): Documentation was not available to verify one graduate in the construction management program as "not available for placement." At the time of Mr. Adrien Ureno's hire to a full-time position in the Anaheim campus business office he was enrolled in a construction program at California State University Fullerton. He was allowed to transfer to the Westwood College Anaheim campus construction management program, and the campus believed Mr. Ureno was waived from placement since he was a campus employee. He should have been classified as "placed out-of-field."

9.20 Does the campus participate in Title IV financial aid?
☒ Yes   ☐ No

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes   ☐ No

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.
The team was provided examples of graded homework and exams, the syllabi also provide documentation of how assignments are graded.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes   ☐ No
(b) Instructional equipment.
☒ Yes   ☐ No
(c) Resources.
☒ Yes   ☐ No
(d) Personnel.
☒ Yes   ☐ No

9.24   Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☒ Yes   ☐ No
(b) Well-defined instructional objectives.
☒ Yes   ☐ No
(c) The selection and use of appropriate and current learning materials.
☒ Yes   ☐ No
(d) Appropriate modes of instructional delivery.
☒ Yes   ☐ No
(e) The use of appropriate assessment strategies.
☒ Yes   ☐ No
(f) The use of appropriate experiences.
☒ Yes   ☐ No

9.26   Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes   ☐ No

9.27   Is the size of the faculty appropriate to the total student enrollment?
☒ Yes   ☐ No

9.28   Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes   ☐ No

9.29   Are teaching loads reasonable?
☒ Yes   ☐ No

9.37   Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☒ Yes   ☐ No

9.38   Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes   ☐ No

9.39   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes   ☐ No

9.40   Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes   ☐ No   ☐ Not Applicable (no students in the second year)

9.41   Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes   ☐ No   ☐ Not applicable

9.42   Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes   ☐ No

9.43   Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes   ☐ No

9.44   If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes   ☐ No   ☐ Not Applicable (institution offers all four years of the degree)

9.45   Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes   ☐ No

9.46   Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes   ☐ No   ☐ Not Applicable (no students in the third and fourth years)

9.47   Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes   ☐ No

GENERAL COMMENTS:
Students interviewed by the team were highly complimentary of the campus, administrators, teachers and curriculum.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1.	3-1-303(a)	One student was not appropriately classified on the 2013 Campus Accountability Report (CAR) (page 66).

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs.

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?

Yes 63
No 102

A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)

Yes 55
No 18
N/A 92

A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?

Yes 159
No 6

A.04. Did your admissions representative accurately describe student services offered by the institution?

Yes 160
No 5

A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?

Yes 153
No 12
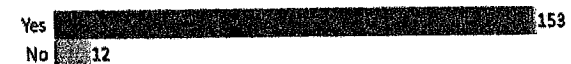
A.06. Did you receive a catalog or were you provided access to one during the enrollment process?

Yes 154
No 11

A.07. Did the catalog accurately portray programs, services and policies of the institution?

Yes 152
No 13

A.08. Was the information provided during enrollment sufficient for you to make your decision?

Yes 154
No 11

A.09. Did you feel unduly pressured during enrollment?

Yes 29
No 136

B.01. Do you receive federal financial aid?

Yes 149
No 16

B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)

Yes 143
No 13
N/A 9

C.01. Are your instructors available to provide additional help, if needed?
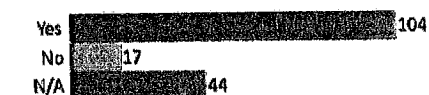
Yes 157
No 8

C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?

Yes 151
No 14

C.03. Were textbooks available when you started classes?

Yes 141
No 24

C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)

Yes 104
No 17
N/A 44

D.01. Overall, I am satisfied with the quality of education I am receiving.

Agree 135
Disagree 5
Neutral 25
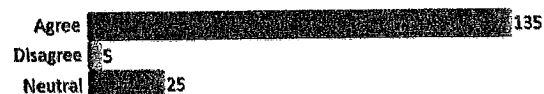
D.02. I would recommend this institution to others.

Agree 125
Disagree 4
Neutral 36