August 23, 2019   VIA EMAIL
                                                      (aalmarwani@tvtc.gov.sa)

Mr. Abdulrhman Al Marwani
G.D. for Training Quality
Technical & Vocational Training Corporation
Al Murabba Quarter, Al-Washam Street intersection with King Fahd Road
P.O. Box 7823
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Kingdom of Saudi Arabia

                                          Re: Reaccreditation Deferred;
                                            Interim Report Reviewed;
                                            Interim Report Required;
                                     Institutional Show Cause Continued

                                                    ACCET ID #1322

Dear Mr. Al Marwani,

At its August 2019 meeting, the Accrediting Commission of the Accrediting Council for Continuing Education & Training (ACCET) reviewed the institution's interim report (received July 15, 2019) submitted in response to the April 30, 2019 Commission Action letter, which originated from the Main Campus/TVTC Corporate ("Main Campus") visit conducted in September 2018, the on-site team reports for eight campuses visited in February 2019 which are detailed in the table below, the institution's responses to those on-site visit reports, and interim reporting required and reviewed at the December 2018, April 2019, and August 2019 meetings.

Campus	Visit Dates	Institution Response Received
Main Campus	September 19 – 20, 2018	November 13, 2018
Buraidah College of Technology	February 20 – 21, 2019	March 31, 2019
Al Majma'ah College of Technology	February 17 – 18, 2019	March 31, 2019
Hail College of Technology	February 17 – 18, 2019	March 31, 2019
Al Zulfi College of Technology	February 20 – 21, 2019	April 1, 2019
Buraidah College of Technology for Food & Environment	February 24 – 25, 2019	April 1, 2019
Al-Quwaiyah College of Technology	February 13 – 14, 2019	April 1, 2019
Onaizah College of Technology	February 27 – 18, 2019	April 1, 2019

Al Dawadmi College of Technology   February 11 – 12, 2019   April 1, 2019

The Commission's April 2019 action extended the institution's accredited status, and directed the institution to submit an interim report to include detailed responses and exhibits relative to 23 of ACCET's 33 standards, including:

1. I-A   Mission
2. I-C   Planning
3. II-A   Governance
4. II-B   Institutional Management
5. II-C   Human Resource Management
6. II-D   Records
7. II-E   Communications
8. IV-B   Program/Instructional Materials
9. IV-C   Externships/Internships
10. V-A   Instructional Methods
11. V-B   Learning Resources, Equipment, and Supplies
12. V-C   Facilities
13. VI-B   Supervision of Instruction
14. VI-C   Instructor Orientation and Training
15. VII-A   Recruitment
16. VII-B   Admissions/Enrollment
17. VII-C   Transfer of Credit
18. VIII-B Attendance
19. VIII-C Student Progress
20. IX-A   Student Satisfaction
21. IX-B   Employer/Sponsor Satisfaction
22. IX-C   Certification and Licensing
23. IX-D   Completion and Job Placement

The Commission determined that there was a lack of sufficient progress toward meeting ACCET standards as evidenced by the inadequate narrative responses in both the Main Campus and college interim report responses, the preponderance of untranslated exhibits, the continued lack of institution-wide completion and placement policies and procedures and supporting data to demonstrate compliance with the requirements of ACCET Document 28 - Completion and Placement Policy and Document 28.1 - Completion & Placement Statistics, and the inability of TVTC to demonstrate that its management structure ensures the integrity and capability of the institution and its compliance with statutory, regulatory, and accreditation requirements as required by ACCET Standard II-A Governance and Management. Therefore, the Commission voted to continue the Institutional Show Cause, which requires the institution to show cause and provide a compelling rationale as to why its accredited status should not be withdrawn.

The Commission also voted to continue the institution's accredited status pending further review at its December 2019 meeting and automatically deferred consideration until the remaining eight college campuses are visited in the December 2019 review cycle. These visits will take place as follows:

October 2019:
 • Riyadh College of Technology
 • Makkah al Mokarama College of Technology
 • Al Ta'if College of Technology
 • Yanbu College of Applied Technology
 • Al Qunfudhah College of Technology

November 2019:
- Medina College of Tourism and Hotels
- Medina College of Technology
- Jeddah College of Technology

Because the institution's response failed to sufficiently address many of the weaknesses raised in the April Commission Action Letter (CAL), the issues enumerated below are in need of further clarification and/or resolution relative to ACCET standards, policies, and procedures. The Commission reiterates its direction from the April 2019 Commission Action Letter which specified the following:

1. The response to each standard must include both an institutional narrative which precisely addresses the issue and how it has been remedied.
2. Each response must be supported with demonstration of implementation, including:
    a. A copy of the relevant policy and procedure;
    b. A current English translation of that policy;
    c. The specific page reference to both the original and translated policy;
    d. The cited policy provision must be formatted in **bold** so that it can be located quickly and efficiently by the Commission; and
    e. Samples translated into English, of how each policy has been effectively implemented. If forms are provided, documentation must also include samples of completed forms. All other supporting documentation and exhibits must be translated into English.

1. Standard I-A: <u>Mission</u>

    The April 2019 Commission Action Letter (CAL) directed that the Interim Report (IR) provide a narrative update on how the institution measures success in meeting its mission in accordance with Standard I-A, which requires that *the institution establishes and utilizes specific criteria to measure whether it is achieving its mission.*

    The institution's IR stated: *The TVTC meets the criteria of Standard I-A, as it evaluates its performance by tracking and reporting its KPIs related to Vision 2030, the National Transformational program, and Adaa Center for government performance measurement (see the exhibits in folder: Standard 1 -A).*

    The CAL also directed the institution to provide a narrative response and a *Board approved* mission statement that demonstrates alignment with Vision 2030. However, the IR did not provide a response to this directive.

    The IR included a PowerPoint of KPIs entitled *Strategic Performance Indicators of TVTC.* However, these slides were not translated into English and the Commission was unable to determine how the institution measures success in meeting its mission.

The IR also included a partially translated presentation entitled *Operational Efficiency Matrix - Human Resources (Technical Colleges)* which is used to monitor the campus admissions performance each semester. However, the narrative did not describe how this presentation relates to the measurement of the institutional mission.

Therefore, the institution is directed to provide either a translated version of the *Strategic Performance Indicators of TVTC* or a narrative which describes each KPI presented, and how specifically these KPIs are used to measure the institutional mission. The institution is also directed to <u>again</u> provide a narrative response and a *Board approved* mission statement that demonstrates alignment with Vision 2030, including documentation of when the TVTC Board of Directors approved the mission statement.

2. Standard I-C: <u>Planning</u>

The April CAL directed the Main Campus to provide a policy and procedure which details its oversight role in the campus planning process and how it insures that each of the 35 colleges, on an annual basis, implements a planning process that meets the requirements of Standard I-C.

The IR provided the same partially translated presentation entitled *Operational Efficiency Matrix - Human Resources (Technical Colleges)* which is used to monitor the campus admissions performance each semester, as provided as an exhibit for Standard I-A. However, this exhibit did not provide a policy and procedure which details the Main Campus oversight role in the campus planning process or how it insures that each of the 35 colleges, on an annual basis, implements a planning process that meets the requirements of Standard I-C.

Therefore, the Main Campus is <u>again</u> directed to provide a policy and procedure which details its oversight role in the campus planning process, and how it insures that each of the 35 colleges, on an annual basis, implements a planning process that meets the requirements of Standard I-C.

3. Standard II-A <u>Governance</u>

The April CAL directed the Main Campus to submit a narrative update and supporting documentation, including: a) ACCET Document 25.1 – <u>Application for a New or Revised Program/Course</u> for courses that require revisions to program lengths and program titles; and b) ACCET Document 25.11 – <u>Application for Clock Hour to Credit Hour Conversion</u> for all programs that require conversion from clock hours to credit hours, and applicable fees, to align the institution's program offerings with the institution's approved program chart as published in AMS.

In its response, the institution provided nine minimally completed ACCET Document 25.1 - <u>Application for a New or Revised Program</u> documents for several campus and accompanying ACCET Document 25.6b - <u>Clock Hour and Credit Hour Breakdown for Academic Purposes – By Program and Course.</u> The response also included an exhibit entitled *Method of Calculating*

Hours.

However, no payment accompanied these submissions and they have not yet been processed by ACCET.

The CAL also directed the Main Campus to provide an internal policy and procedure to ensure that all programs, at all colleges, are aligned with ACCET AMS records, and that new or revised programs are not implemented prior to ACCET approval. However, no policy or procedure was provided in the IR.

Finally, the CAL directed that, upon completion of its alignment of program names/locations/semester credit/clock hours with AMS, the institution must attest that all programs at all 35 locations are correctly listed with ACCET. While no response to this directive was provided in the IR, the alignment of programs has not yet been completed, and the Commission acknowledges that an attestation at this time would be premature.

Therefore, the Main Campus is directed to:
    a.   **Complete payment of the new program application fees as detailed in ACCET Invoice #30364, dated July 25, 2019, so that processing can proceed in the normal course.**
    b.   **Provide an internal policy and procedure to insure that all programs, at all colleges, are aligned with ACCET AMS records, and that new or revised programs are not implemented prior to ACCET approval.**
    c.   **Upon completion of its alignment of program names/locations/semester credit/clock hours with AMS, to attest that all programs at all 35 locations are correctly listed with ACCET.**

4. Standard II-B <u>Institutional Management</u>

The April CAL directed the institution to provide written policies and procedures compliant with ACCET Standards of Accreditation and accompanying policies, which minimally align with ACCET Document 3.5 - <u>Written Policies/Procedures Required in Analytic Self-Evaluation Report (ASER)</u>. The CAL also provided a reminder that the written policies and procedures were to be translated into English for the Commission's review.

The IR included a copy of the following policy and procedure documents, five of which were translated into English:

- *Evaluation, Appraisal Guide-trainers.pdf (*Arabic*)*
- *Example of the Internal Qualify framework IQF V6.pdf (*Arabic*)*
- *Exhibit 2.B.3 Sample of policy and supporting procedure that guide major job.pdf (*English*)*
- *Exhibit 5.A.1-2 Head of Department Guidebook.pdf (*English, 2010 version*)*
- *Exhibit 5.A.4-1 Instructor Guidebook E.pdf (*English 2010 version*)*

- *Policies of the Quality Officials.pdf (*Arabic and English*)*
- *Professional development and scholarships statistics.pdf (*Arabic*)*
- *Quality Department Documents- self assessment - Summary.pdf (*English – Describes the TVTC Quality Assurance Processes*)*
- *Trainers Guide.pdf (*Arabic*)*

However, no narrative was provided to indicate how these voluminous exhibits align with those listed in ACCET Document 3.5, and four of the manuals were not translated.

The CAL also directed that the institution provide supporting documentation demonstrating the systematic and effective implementation of these written policies and procedures to include evidence of review and training with relevant staff at each college. However, no narrative or documentation was provided.

Therefore, the institution is <u>again</u> directed to:

    a. **Provide written policies and procedures compliant with ACCET Standards of Accreditation and accompanying policies, and to demonstrate that these minimally align with ACCET Document 3.5 - <u>Written Policies/Procedures Required in Analytic Self-Evaluation Report (ASER)</u>, by including a crosswalk between its policy documents and to include specific page references to English translations of the pertinent policy manuals.**

    b. **Provide supporting documentation demonstrating the systematic and effective implementation of these written policies and procedures to include evidence of review and training with relevant staff at each college.**

5. Standard II-C <u>Human Resource Management</u>

The April CAL directed the institution to provide a subset of information from Document 21 - <u>ACCET On-Site Visit – Personnel File/Qualifications Checklist</u> for 10 Main Campus supervisory staff, to include the following five items:

1. Name and title
2. Date of hire
3. Summary of academic and experiential qualifications
4. Date and summary of professional development or continuing education over the past two calendar years
5. Date and summary of most recent performance appraisal

The IR included an appropriate sampling which included details of items #1 - #4 above. However, item #5, the date and summary of most recent performance appraisal, was not included.

The CAL also directed the Hail and Buraidah College of Technology campuses to provide:

a) A complete campus organizational chart
b) A sample listing of five supervisory and five instructional staff, and the following detail for each:
   a. Name and title
   b. Date of hire
   c. Summary of academic and experiental qualifications
   d. Date and summary of professional development or continuing education over the past two calendar years
   e. Date and summary of most recent performance appraisal

The Hail campus provided an organizational chart, along with a sample listing of five supervisory and five instructional staff, which included each name, position, and start date. However, the exhibit did not provide sufficient detail regarding the summary of academic and experiential qualifications, listing only a prior title, such as *Library Assistant, TOT (Training of Trainers), or Dean's Office Manager*. While the *Training* column listed topics such as *Communication Skills and Work Ethics*, along with a calendar year entry, it did not provide the month, date, or summary of the professional development or continuing education over the past two calendar years. Nor did the documentation include the date and summary of the most recent performance appraisal.

The Buraidah College of Technology provided an organizational chart, and numerous Document 21s for staff and faculty, which included name, position, start date, and sufficient detail of academic and experiential qualifications. However, most of the submissions repeated the individual's education and training under the In-Service & Professional Development column, and most did not include an applicable date. Further, of those Document 21s sampled for staff and faculty, most listings indicated that the most recent performance appraisal for scores of staff and faculty all took place on the same dates. None included summaries of the most recent performance appraisals. A large number of ACCET Document 6 - Faculty/Administrative Personnel Forms were also included in the exhibit folder, although these were not requested by the Commission.

Therefore, the institution is directed to provide:
   a. **The date and summary of the most recent performance appraisal for each of the 10 supervisory staff listed in its Exhibit Standard II-C *Document 21 Main Campus - Selected staff.docx.***
   b. **The Hail campus is directed to provide an updated copy of its staff and faculty sampling, to include:**
      i. **Sufficient detail of each staff or faculty members academic and experiential qualifications (such as degree, major, and educational institution attended) to demonstrate that each is qualified for his position**
      ii. **The exact date and summary of professional development or continuing education over the past two calendar years**
      iii. **Date and summary of most recent performance appraisal for each**

      c. **The Buraidah College of Technology is directed to provide a <u>sample</u> listing only of five supervisory and five instructional staff, and the following details for each:**
   i. **Name and title**
   ii. **Date of hire**
   iii. **Summary of academic and experiental qualifications**
   iv. **Date and summary of professional development or continuing education over the past two calendar years**
   v. **Date and summary of most recent performance appraisal. If these performance appraisals all occurred on the same day, include a narrative describing how, on a practical level, this process was managed.**

6. Standard II-E <u>Communications</u>

The original team reports indicated that departmental staff were inconsistent in their knowledge of ACCET standards, with some departments highly aware of accreditation requirements and minimal in others and that no documentation was provided to the team to demonstrate that requirements and maintenance of accreditation standards had been reviewed with staff and faculty. Therefore, the April CAL directed the Main Campus to provide the following items, pertinent to all 35 TVTC men's vocational colleges:

- A narrative update on the development and deployment of the new internal staff/faculty website which includes campus policies, procedures, forms, and information on ACCET accreditation standards, and if this is being deployed for all or only selected campuses.
- A narrative description and documentation of implementation of how the Main Campus facilitates ongoing communication of ACCET accreditation requirements with its branches.
- A narrative update and documentation of professional development relative to accreditation requirements at all campuses.

The IR indicated that *the TVTC quality department arranges workshops and meetings as well as online communication to facilitate ACCET accreditation requirements and standards.* However, the response included only one exhibit entitled *Communication about ACCET Standards.pdf,* which included screenshots of WhatsApp messages that appear unrelated to this standard, along with images of a speaker at a podium, a building exterior, a screenshot of the ACCET home page, and an image of ACCET's VESOL template.

Therefore, the Main Campus is <u>again</u> directed to provide the following specific items, pertinent to all 35 TVTC men's vocational colleges:

- **A narrative update on the development and deployment of the new internal staff/faculty website which includes campus policies, procedures, forms, and**

information on ACCET accreditation standards, and if this is being deployed for all or only selected campuses.

- **A narrative description and documentation of implementation of how the Main Campus facilitates ongoing communication of ACCET accreditation requirements with its branches.**
- **A narrative update and documentation of professional development relative to accreditation requirements at all campuses.**

7. Standard IV-B <u>Program/Instructional Materials</u>

Resulting from a weakness cited in the Hail team report which indicated that the institution's internet and computer power were substandard, thus inhibiting lesson delivery and particularly affecting the computer programming courses, and because no response was provided in the response to the branch team report, the April CAL directed the Hail campus to:

a. Provide a narrative update on this issue
b. Provide documentation that the firewall issues have been resolved
c. Provide documentation that the campus internet access has been restored to the level mandated by TVTC policy and thoroughly tested to insure its stability and reliability for student, faculty, and staff use.

However, both the Main Campus and Hail IR narratives were silent on this issue, and the referenced exhibit (4-B-PIM.pdf) consists of screenshots of WhatsApp messages that appear unrelated to this standard, along with images of a speaker at a podium, a building exterior, a screenshot of the ACCET home page, and an image of ACCET's VESOL template.

Therefore, the institution is <u>again</u> directed to provide:

a. **A narrative update on this issue**
b. **Documentation that the firewall issues have been resolved**
c. **Documentation that the campus internet access has been restored to the level mandated by TVTC policy and thoroughly tested to insure its stability and reliability for student, faculty, and staff use**

8. Standard IV-C <u>Externships/Internships</u>

The April CAL directed the Main Campus to provide updated policies and procedures for the externship (cooperative) component of its programs, to include a number of practical items relative to externship development, review, approval, expectations of cooperative sponsors, etc. While the IR provided narrative which described the cooperative processes in detail, the CAL also requested a categorical statement of whether or not cooperative exemptions are permitted for selected trainees.

The IR indicated that a memorandum was sent from Training Affairs instructing that all units must not exempt students from cooperative training. However, this memo was not translated for the Commission. Further, as indicated in the December CAL, the *Executive Instructions for Cooperative Training,* included as an exhibit in the institution's current response, still provides detailed guidance on how trainees can qualify for exemptions from the cooperative training, beginning on page 11. This procedure document continues to contradict the interim response narrative.

Therefore, the Main Campus is <u>again</u> directed to provide a categorical statement of whether or not cooperative exemptions are permitted for selected trainees. If exemptions are no longer permitted, provide the effective date of implementation and documentation that exemptions have ceased at all campuses, including specific page references to policy and procedure manuals which detail their prohibition.

9. Standard V-A <u>Instructional Methods</u>

    The Al Majma'ah team report indicated that, in the majority of classes observed, instruction was teacher centered and students were minimally engaged. The campus response to the team report indicated that it planned several workshops to be conducted by specialists in teaching methodology. Therefore, the April CAL directed the Al Majma'ah campus to provide a listing of workshops completed since the time of the visit and additional workshops planned for the remainder of 2019, to include details of:

    a. Workshop dates
    b. Topic or focus
    c. Agenda
    d. Roster of attendees or target audience for workshops scheduled in the future

    Additionally, the campus was directed to provide its policy and procedure for conducting classroom observations which will insure that faculty have effectively implemented instructional methodologies which encourages active and motivated responses from students, as required by this standard.

    However, neither the Main Campus nor campus IR provided a narrative on this request. One exhibit was provided, entitled *V - A. Instructional Methods - Email.JPG*, which appears to be a one page e-mail memorandum. This exhibit was not translated for the Commission.

    Therefore, the institution is <u>again</u> directed to provide a listing of workshops completed at the Al Majma'ah campus since the time of the visit and additional workshops planned for the remainder of 2019, to include details of:

    a. **Workshop dates**
    b. **Topic or focus**
    c. **Agenda**

    d. **Roster of attendees or target audience for workshops scheduled in the future**
    e. **The TVTC policy and procedure for conducting classroom observations which will insure that faculty have effectively implemented instructional methodologies which encourage active and motivated responses from students, as required by this standard.**

10. Standard V-B <u>Learning Resources, Equipment, and Supplies</u>

In response to weaknesses regarding technical equipment, internet issues, tools and supplies in computer labs, and the general cleanliness and orderliness of labs at the Onaizah and Al Dawadmi campuses, the institution's April IR indicated that replacement equipment was on order. Therefore, the April CAL directed the campuses to provide a narrative update and supporting documentation detailing:

    a. What replacement computers, tools, and supplies have been received and deployed in the classrooms and labs.
    b. The policy and procedure, and sample checklists, used by the branches to maintain and check inventory of computers and other lab equipment and tools.
    c. Lab equipment cleaning schedules and procedures
    d. Onaizah must also provide the current status of the network upgrades.
    e. Software update policies and schedules for the Civil and Architectural Engineering labs at Onaizah.

The Onaizah IR indicated that the college has:

    a. Contacted the purchasing department and supplies to set up 22 PCs
    b. A program was implemented in 2017-2018 to train the trainers in the architecture software
    c. The Director of the Community Service and Continuing Training Center has been approached to set up a course in this field during the coming term. Training courses will be offered in a number of training programs, including the software
    d. The site manager always checks the cleanness of the labs, but no policy is available
    e. The network upgrades are being setup.

However, the narrative indicated that these equipment upgrades have yet to be completed and the supporting exhibits, while in Arabic but including some technical specifications, did not provide any indication if and when the upgrades have been completed. Additionally, the IR provided no policy or procedure for maintaining inventory or for cleaning and maintaining the lab equipment.

The Al Dawadmi campus provided no narrative and a one page untranslated memo in response to this weakness.

Therefore, the institution is directed to provide a narrative update with supporting documentation for the following items:

    i. **Confirm that the 22 PCs at the Onaizah campus have been deployed to the classrooms and labs.**

    ii. **Confirm that the replacement computers, tools, and supplies have been received and deployed in the classrooms and labs at the Al Dawadmi campus.**

    iii. **Provide the policy and procedure for maintaining equipment and supply inventories and for the cleaning and maintenance of the lab equipment at all campuses.**

11. Standard VI-C Instructor Orientation and Training

Originally cited as a weakness during the September 2019 visit to the Main Campus, the April CAL directed the Main Campus to provide a concise narrative providing the minimum requirements for in-service and/or professional development of faculty, including how such training is planned, at what intervals faculty are required to participate, and precisely how campuses track completion of the training.

The IR narrative was generic and referenced a variety of different topics, such as training programs for employees of the General Organization, programs for new trainers, training programs in the private and government sector, training programs outside the Kingdom, and training programs for leaders and departments. However, the response provided no specifics regarding the faculty in-service training provided by the institution for its instructors to improve their quality of instruction, as required by this standard. The response included a dozen exhibits, but did not contain any page references or indication where the specific policy on faculty in-service training or professional development and tracking of such training could be located.

Therefore, the Main Campus is <u>again</u> directed to provide a concise narrative providing the minimum requirements for in-service and/or professional development of faculty, including how such training is planned, at what intervals faculty are required to participate, and precisely how campuses track completion of the training.

12. Standard VII-A Recruitment

The April CAL, repeating a directive from the December 2018 CAL, directed the institution to provide an updated and revised Trainee Guide cross referenced to ACCET Document 29 – Catalog Checklist and to demonstrate that the updated Trainee Guide had been implmented at all of the men's vocational campuses.

In its response, the Main Campus stated that:

The procedures and policies regarding the recruitments announcement for training programs according to the regulations and rules of ACCET. The attached is the email circulation to all units stating the roles and guideline for the Ads and announcements 'which briefly states how the ads are announced and what students get, and the conditions regarding if the units decided to promote in their ads materials related to

> *ACCET, as an accreditor, what should they include and what they must not.*

> *The colleges have included the new agreement copy and also, the policy regarding promoting the programs and deciding to include ACCET in the recruitment ads.*

However, the response made no reference to the catalog and did not provde any cross reference to the Catalog Checklist.

Therefore, the Main Campus is <u>again</u> directed to provide an updated and revised Trainee Guide cross referenced to ACCET Document 29 – <u>Catalog Checklist</u> and to demonstrate that the updated Trainee Guide had been implmented at all of the men's vocational campuses.

13. Standard VII-B <u>Admissions/Enrollment</u>

The April CAL, repeating a directive from the December 2018 CAL, directed the institution to provide an updated enrollment agreement which is cross referenced to ACCET Document 29.1 – <u>Enrollment Agreement Checklist</u>, and to demonstrate that the updated enrollment agreement has been implemented at all of the men's vocational campuses.

In its response, the Main Campus provided an updated Student Agreement in English, along with eight unrelated exhibits, but did not include a completed Document 29.1 nor any indication that the updated agreement had been implemented.

Therefore, the Main Campus is <u>again</u> directed to provide an ACCET compliant enrollment agreement which is cross referenced to ACCET Document 29.1 – <u>Enrollment Agreement Checklist</u>, and to demonstrate that the updated enrollment agreement has been implemented at all of the men's vocational campuses.

14. Standard VIII-B <u>Attendance</u>

The April CAL directed the Main Campus to provide:

a) An attendance policy that meets the requirements of ACCET Document 35 – <u>Policy on Attendance Requirements</u>, to include the vocational institutional provisions, provisions for late arrivals and early departures, make-up work policy, a minimum 80% cumulative attendance rate for graduation, and the maximum number of consecutive days absent at which point a student will automatically be considered withdrawn.
b) The minimum attendance rate that students would have to fall below in order to compel a course retake.
c) If TVTC permits leaves of absence, a Leave of Absence Policy that meets the requirements of ACCET Document 36 – <u>Leave of Absence Policy</u> and a sample of three files that demonstrate the systematic and effective implementation of written policy and procedures relative to the administration of LOAs.

d) An affirmation that excused time missed (excused absences, if permitted by TVTC) is calculated as a part of the absence rate.
e) A policy and procedure on makeup work with specific reference to makeup exams.

In its response, the Main Campus provided a brief narrative which indicated that calculating attendance and absences is monitored in the RAYAT system, that attendance tracking is governed by the Executive Regulations, that the Leave of Absence Policy matches the ACCET standard, and attached five exhibits, including the *Trainee Guide*, *Executive Instructions*, and a sample screen from the RAYAT database. With no page or section references provided, the Commission was only able to determine that trainees received attendance warnings if they exceed 20% absences. The Commission also accepts the insitution's assertion that its leave of absence policy is compliant. However, the other attendance issues remain unaddressed.

Therefore, the Main Campus is <u>again</u> directed to provide:

a) **An attendance policy that meets the requirements of ACCET Document 35 – <u>Policy on Attendance Requirements</u>, to include:**
   a. **provisions for late arrivals and early departures**
   b. **make-up work policy**
   c. **a minimum 80% cumulative attendance rate for graduation**
   d. **the maximum number of consecutive days absent at which point a student will automatically be considered withdrawn**
b) **The minimum attendance rate that students would have to fall below in order to compel a course retake**
c) **An affirmation that excused time missed (excused absences, if permitted by TVTC) is still calculated as a part of the absence rate**
d) **A policy and procedure on makeup work with specific reference to makeup exams**

15. Standard VIII-C <u>Student Progress</u>

Originating with a weakness cited in the September 2019 Main Campus team teport and continuing with a Commission directive in the December 2018 CAL, the April CAL again directed the Main Campus to provide a narrative update on its Satisfactory Academic Policy policy with documentation of policies and procedures and evidence of implementation across all campuses, as follows:

a) Updated Satisfactory Academic Progress Policy, which is compliant with ACCET Document 18, including a side-by-side comparative analysis of the TVTC and ACCET policies.
b) Maximum timeframe for programs delivered by the institution. The institution is reminded that the maximum timeframe cannot exceed 150% of the published program length. If TVTC wishes to pursue a request for a special consideration to extend the period of completion beyond the 150% point, it must request this from the Commission. *Please direct the request, with academic justification, to Dr. William Larkin, no later than July*

12, 2019.

    c) Minimum GPA required to maintain minimum satisfactory progress. The institution is reminded that ACCET requires a minimum of 70% on a 100 point scale or 2.0 on a 4.0 scale. If TVTC wishes to pursue a special consideration from the Commission for a more lenient policy, it must request this from the Commission. *Please direct the request, with full academic justification, to Dr. William Larkin, no later than July 12, 2019.*

    d) Policy and procedure for the tracking, monitoring and recording of transfer of credit hours across programs, and calculation of maximum timeframe for completion for students that change programs.

In its response, the institution indicated that the *Executive Instructions* specifies the maximum duration of training (nine training terms) and that this may be increased by the College Board for an extra term. The response also indicated that, if a trainee wishes to change specializations, the transfer will only be approved if he can complete in the remaining period of training. However, the response did not specify the published length of the program, which the Commission understands is four terms, nor did the response explain why its maximum time frame of nine terms greatly exceeds the ACCET maximum time frame of 150% of the published program length, as specified in ACCET Document 18 – Satisfactory Academic Progress Policy. Nor did the response address the issue of the institution's minimim grade point average (GPA) (2.0 on a 5 point scale), which does not meet the ACCET minimum of 70% on a 100 point scale or 2.0 on a 4.0 scale, as dictacted by Document 18. Finally, ACCET has no record of a request for special consideration to permit these exceptions, as directed in both the December 2018 and April 2019 CALs.

Therefore, the Main Campus is <u>again</u> directed to provide the following specific items:

    a) **Updated Satisfactory Academic Progress Policy which is compliant with ACCET Document 18 – <u>Satisfactory Academic Progress Policy</u>, including a side-by-side comparative analysis of the TVTC and ACCET policies.**

    b) **Maximum timeframe for programs delivered by the institution. The institution is reminded that the maximum timeframe cannot exceed 150% of the published program length. If TVTC wishes to pursue a request for a special consideration to extend the period of completion beyond the 150% point, it must request this from the Commission. *Please direct the request, with academic justification, to Ms. Judy Hendrickson, no later than November 15, 2019.***

    c) **The minimum GPA required to maintain minimum satisfactory progress and graduate. The institution is reminded that ACCET requires a minimum of 70% on a 100 point scale or 2.0 on a 4.0 scale. If TVTC wishes to pursue a special consideration from the Commission for a more lenient policy, it must request this from the Commission. *Please direct the request, with full academic justification, to Ms. Judy Hendrickson, no later than November 15, 2019.***

16. Standard IX-C <u>Certification and Licensing</u>

The April CAL directed the Main Campus to demonstrate compliance with ACCET Document 38 – <u>Certification and Licensing Policy</u>, to include the following specific items:

   a) Identify which programs, on a campus by campus basis, prepare students to meet the standards for licensing, certification, registration, or examination requirements.
   b) Include written policy and procedures that document how the institution records and tracks the annual pass rates of graduates and uses the results to measure and improve the quality of the educational programs offered.
   c) Documentation that demonstrates the systematic and effective implementation of the policy and procedures, to include a sample annual pass rate table for the last two calendar years for three campuses, to include Buraidah College of Technology for Food & Environment, Al Zulfi, and Al Majma'ah.

In its response, the Main Campus narrative indicated that documents and procedures were attached relative to trainee forms and conditions for trainees to accredit units or hours. While four exhibits were attached, only one was relevant to this standard, which referenced IT certificate equivalencies including Cisco, Huawei, CompTIA, Microsoft, Oracle, Red Hat, and Adobe. However, the response did not address any of the items requested above by the Commission.

Therefore, the Main Campus is <u>again</u> directed to provide:

   a) **A listing of programs, on a campus by campus basis, which prepare students to meet the standards for licensing, certification, registration, or examination requirements.**
   b) **Written policies and procedures that document how the institution records and tracks the annual pass rates of graduates and uses the results to measure and improve the quality of the educational programs offered.**
   c) **Documentation that demonstrates the systematic and effective implementation of the policy and procedures, to include a sample annual pass rate table for the last two calendar years, for three campuses, to include Buraidah College of Technology for Food & Environment, Al Zulfi, and Al Majma'ah.**

17. Standard IX.D <u>Completion and Job Placement</u>

The April CAL directed the institution to provide all completion and placement documentation for a sample of four campuses (Onaizah, Hail, Al Dawadmi, and Al Majma'ah), with additional reporting for the remaining campuses to be required for review at the December 2019 meeting. Specifically, the Onaizah, Hail, Al Dawadmi, and Al Majma'ah campuses were directed to provide:

   a. Completion and placement policy and procedures, translated into English, created by the corporate office for use at each campus location to include: i) the corporate and campus parties responsible for tracking and maintaining completion and placement

documentation and statistics; ii) the required steps necessary to ensure that accurate enrollment data is recorded and presentable upon request by the Commission; iii) the required steps to ensure completion is tracked according to the institution's requirements for graduation, to include the tracking procedures of students who substitute employment for cooperative training but graduate as column 5a completers, and when such students are counted as completers; iv) the required steps to ensure that compliant completion and placement waiver documentation is recorded; and v) the required steps to record and maintain job placement statistics including supporting employment verification forms and attestations as required by ACCET Document 28 – Completion and Placement Policy. Additionally, the policy must include the process for corporate oversight and review.

b.   A narrative update and evidence of training of Job Coordinators at Onaizah, Hail, Al Dawadmi, and Al Majmah campuses, to include documentation of meeting minutes between the corporate office and all campus Job Coordinators, to ensure the revised policy has been reviewed.

c.   Updated Document 28.1 – Completion and Placement Statistics complete with corresponding Document 28.2s – On-Site Sampling Verification Forms (OSVF) for each program, along with all supporting documentation for each waiver and placement recorded at the Onaizah, Hail, Al Dawadmi, and Al Majmah campuses for calendar year 2018. Files are to be submitted in pdf form, with one pdf file for each campus and program to include the revised 28.1, followed by the OSVF, and the supporting documentation for new placements and waivers. The institution was directed to include an accurate table of exhibits for each pdf. The institution was also reminded that all waivers and attestations utilized must contain all elements included within Document 28.6 – Employment Verification Form.

In its response, the Main Campus IR stated only: "Attached based on colleges," and no exhibits were provided. None of the campuses responded to the request for a narrative update and evidence of training of Job Coordinators, and only Onaizah provided Document 28.1s.

Therefore, the Main Campus is <u>again</u> directed to provide the following specific items:

a) **Completion and placement policy and procedures, translated into English, created by the corporate office for use at each campus location to include:**
   i.   **The corporate and campus parties responsible for tracking and maintaining completion and placement documentation and statistics.**
   ii.   **The required steps necessary to ensure accurate enrollment data is recorded and presentable upon request by the Commission.**
   iii. **The required steps to ensure completion is tracked according to the institution's requirements for graduation, to include the tracking procedures of students who substitute employment for cooperative**

> **training but graduate as column 5a completers, and when such students are counted as completers.**
>
> iv. **The required steps to ensure compliant completion and placement waiver documentation is recorded**
>
> v. **The required steps to record and maintain job placement statistics including supporting employment verification forms and attestations as required by ACCET Document 28 – Completion and Placement Policy. Additionally, the policy must include the process for corporate oversight and review.**

b) **A narrative update and evidence of training of Job Coordinators at Hail, Al Dawadmi, and Al Majmah campuses, to include documentation of meeting minutes between the corporate office and all campus Job Coordinators, to ensure the revised policy has been reviewed**

c) **Updated Document 28.1 – Completion and Placement Statistics complete with corresponding Document 28.2s – On-Site Sampling Verification Forms (OSVF) for each program, along with all supporting documentation for each waiver and placement recorded at the Hail, Al Dawadmi, and Al Majmah campuses for calendar year 2018. Files are to be submitted in the following format:**

> i. **Pdf format, with one pdf file for each campus and program to include the revised 28.1, followed by**
>
> ii. **ACCET Document 28.2 – <u>On-Site Sampling Verification Form</u> (OSVF), and the supporting documentation for new placements and waivers**
>
> iii. **An accurate table of exhibits for each pdf**
>
> iv. **The institution is reminded that all waivers and attestations utilized must contain all elements included within Document 28.6 – <u>Employment Verification Form.</u>**

A copy of this report, **including the attached interim report cover sheet**, must be emailed to **interimreports@accet.org** for receipt at the ACCET office **no later than October 31, 2019**.

As a reminder, please be advised that late submission and receipt of documents and reports are subject to significant late fees in accordance with Commission policy. These fees are outlined in ACCET Document 10, which can be found at www.accet.org.

Further, while under a Show Cause directive, the institution is restricted from making any substantive changes including, but not limited to, new programs, major program revisions, new branch campuses or other new sites, or relocations out of the general market area.

Deferral of reaccreditation is not an adverse action and is explained in ACCET Document 11 – Policies and Practices of the Accrediting Commission, which is available on our website at www.accet.org. The deferral of a final decision is intended to allow for an opportunity to clarify and/or resolve the issues of concern cited herein, specifically focused on the demonstration of systematic and effective implementation of revised policies and procedures in practice over time. In accordance with Commission policy, no substantive changes including, but not limited to, new

programs or major program revisions, new branch campuses or other new sites, and/or relocation out of the general market area, will be permitted during the term of the deferral period.

Your demonstrated capabilities and commitment in support of the institution's accredited status are essential to a favorable outcome in this process. Should you have any questions or need further assistance regarding this letter, please contact the ACCET office at your earliest opportunity.

Sincerely,
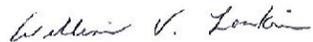
William V. Larkin, Ed.D.
Executive Director

WVL/jss

Enclosures: Interim Report Cover Sheet

CC: Mr. Herman Bounds, Chief, Accreditation Division, US ED (aslrecordsmanager@ed.gov)
        Ms. Charity Helton, Specialist, US ED (charity.helton@ed.go)