April 30, 2019

VIA EMAIL
(aalmarwani@tvtc.gov.sa)

Mr. Abdulrhman Al Marwani
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Re: Institutional Show Cause Issued;
Reaccreditation Deferred;
Interim Report Reviewed;
Interim Report Required

ACCET ID #1322

Dear Mr. Al Marwani,

At its April 2019 meeting, the Accrediting Commission of the Accrediting Council for Continuing Education & Training (ACCET) reviewed the institution's interim report (received March 10, 2019) submitted in response to the December 20, 2018 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 detailed in the table below, and the institution's responses to those reports.

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

ACCET Standard II-A <u>Governance</u> requires that the institution has a clearly identified and accountable governance structure which delineates authority for the approval of institutional policies and responsibility for the overall direction and effectiveness of the institution. **This management structure ensures the integrity and capability of the institution and its compliance with statutory, regulatory, and accreditation requirements (**emphasis added**).**

However, as evidenced by: a) the late submission of all eight team reports responses; b) inadequate narrative responses with only general references to expansive, untranslated or outdated English policy documents; c) unsanitary and unsafe conditions at both Buraidah campuses; d) the continued and institution-wide lack of completion and placement data to demonstrate compliance with the requirements of ACCET Document 28 - <u>Completion and Placement Policy</u> and Document 28.1 - <u>Completion & Placement Statistics</u> (weaknesses which were cited during the initial accreditation process and which the institution assured the Commission had been addressed and resolved), and e) late submission of sustaining and examination fees, as well as travel reimbursement, the Commission determined that these pervasive and serious areas of non-compliance across all visited campuses of the institution are a result of the lack of effective governance and oversight from the Main Campus. Therefore, the Commission voted to issue an Institutional Show Cause directive requiring the institution to provide a compelling rationale showing cause 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 August 2019 meeting and automatically deferred consideration until the remaining eight college campuses are visited in the December 2019 review cycle. Because the institution's responses only partially addressed a few of the weaknesses raised in the December Commission Action Letter and responses to the campus team reports, the issues enumerated below are in need of further clarification and/or resolution relative to ACCET standards, policies, and procedures.

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

1. Standard I-A: <u>Mission</u> *(Applicable to Main Campus, Buraidah College of Technology, Hail, Onaiza, Al-Quwaiyah, and Al Dawadmi)*

    The December Commission Action Letter directed the institution to provide a narrative update

and supporting documentation, including:

   a) Accurate enrollment data on a per-college basis for the current year or past three years for all 35 campuses.
   b) A narrative update on how the institution measures success in meeting its mission.
   c) A narrative response and/or revised mission statement that demonstrates alignment with Vision 2030.

In its Main Campus response, the institution included 1) 2016 – 2018 enrollee data with overall enrollment data by region, but not by college, 2) an updated TVTC mission statement that has not yet received Board approval, and 3) an interim report that did not include a definitive response on how the institution measures success in meeting its mission, nor how the mission for the 35 men's vocational colleges aligns with Vision 2030.

Therefore, the institution is directed to provide:

   a) **Accurate enrollment data on a per-college basis for the current year and past three years for all 35 campuses.**
   b) **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.***
   c) **A narrative response and a *Board approved* mission statement that demonstrates alignment with Vision 2030.**

The team report responses submitted for Buraidah College of Technology, Hail, Onaiza, Al-Quwaiyah, and Al Dawadmi varied in quality and depth, but all were missing accurate enrollment data and the specific measures of success in meeting their campus mission.

Therefore, the institution is directed to provide the following for each of the above named colleges:

   a) **Accurate enrollment data for each college by program.**
   b) **A narrative that either attests that the campus uses the TVTC Board approved mission statement as requested above or a campus specific mission that demonstrates alignment with the TVTC Board approved mission.**
   c) **A narrative that describes succinctly how each branch measures its mission as required by this standard.**

2. Standard I-C: <u>Planning</u> *(Applicable to Al-Quwaiyah and Al Majma'ah)*

   The Al Majma'ah team report indicated that, while the campus had a short-term annual business plan that met the requirements of the ACCET standard, no long-term strategic plan was being implemented by this branch.

It its response, the branch indicated that its Board is working on the long-term strategic plan which should be ready by the end of the July.

The Al-Quwaiyah team report indicated that the long-term plan did not contain all of the elements required by this standard, including operational strategies, projected time frames, or required resources. Further, the short-term plan did not indicate financial resources required for achieving plan objectives.

It its response, the branch indicated that all of the ACCET required plan elements have been added to the long-term and short-term plans, including the financial resources. However, the exhibit was provided in Arabic and could not be reviewed by the Commission.

Therefore, the institution is directed to provide the following:
   a) **the Al Majma'ah campus must provide the completed long-term plan which contains each of the ACCET required elements;**
   b) **the Al-Quwaiyah campus must provide its updated plan in English; and**
   c) **the Main Campus must 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> *(Applicable to Main Campus, Buraidah College of Technology, Buraidah College of Technology for Food and Environment, Hail, and Onaiza)*

The December Commission Action Letter directed the institution to provide a narrative update and supporting documentation, including:

   a. A narrative update and supporting documentation, including: 1) ACCET Document 25.1 – <u>Application for a New or Revised Program/Course</u> for courses that require revision to program lengths and program titles; and 2) 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, and

   b. The institution was to contact Ms. Donna Hutchison, Senior Accreditation Coordinator, Co-Chair – Program Review Committee (202-656-5135, <u>dhutchison@accet.org</u>) for additional guidance related to this matter.

In its Main Campus response, the institution attached Documents 25.11 and 25.5 for a variety of programs. However, no narrative update was provided and Ms. Hutchison was never contacted for guidance as directed by the Commission. As a result, the documents were incomplete, were not submitted via AMS as is required for new and revised programs, and no payment accompanied the submissions.

Further, the team reports for both Buraidah colleges, Hail, and Onaiza cited discrepancies in program names, length, and whether the institution's programs are semester or trimester, and whether they are reported in clock or credit hours, and how the clock to credit hour conversion is calculated. The Commission concludes that these issues permeate all 35 TVTC men's vocational colleges and requires that these issues be resolved. The Commission notes that the ACCET AMS system is the official repository of approved program information and that it is the institution's responsibility to insure that its programs are always in alignment with those on record with ACCET. The institution can review its approved programs in AMS directly and can also download a *Program Verification Report* under the *Reports* tab on the AMS dashboard. Requests for changes and additions must be made within AMS using either a *New Program Application* or *Program Change Application* on the AMS dashboard.

Therefore, the Commission reiterates its directive from the December letter, that the institution:

   a. **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.**

   b. **Must contact Ms. Donna Hutchison, Senior Accreditation Coordinator, Co-Chair – Program Review Committee (202-656-5135, <u>dhutchison@accet.org</u>) for additional guidance related to this matter prior to initiating these submissions.**

   c. **The Main Campus must 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.**

   d. **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.**

4. Standard II-B <u>Institutional Management</u> (*Applies to Main Campus, Buraidah College of Technology, Buraidah College of Technology for Food and Environment, Al Majma'ah, and Onaiza*)

   The December Commission Action Letter directed the institution to provide a narrative update and supporting documentation, including written policies and procedures compliant with the ACCET Standards of Accreditation and supporting documentation demonstrating the systematic and effective implementation of these written policies and procedures to include evidence of

review and training with relevant staff.

In its Main Campus response, the institution provided a copy of the policy and procedures regarding College Deans, Department Heads, and trainer manuals. However, only two of these manuals were in English and both were extremely dated. The Head of Department Guidebook is dated 2011, and the Instructor Guidebook is dated 2010. Further, the team reports for both Buraidah colleges, Al Majma'ah, and Onaiza, each cited significant issues relative to the understanding and implementation of key operational policies and procedures. The Commission also notes that, as part of the exit briefing following the September 2018 visit to the Main Campus, the team provided specific guidance relative to the policies that needed to be translated into English in preparation for the campus visits to follow, and also reminded the Quality Assurance team of the necessity to create, maintain, and implement policies which, at a minimum, covered those essential policies listed in ACCET Document 3.5 - Written Policies/Procedures Required in Analytic Self-Evaluation Report (ASER).

The Commission concludes that these issues permeate all 35 TVTC men's vocational colleges and requires that these issues be resolved. Therefore, the Commission reiterates its directive from the December letter, that the institution provide:

   a. **Written policies and procedures compliant with ACCET Standards of Accreditation and accompanying policies, which minimally align with ACCET Document 3.5 - Written Policies/Procedures Required in Analytic Self-Evaluation Report (ASER).**
   b. **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.**

The institution is reminded that the written policies and procedures are to be translated into English for the Commission's review.

5. Standard II-C Human Resource Management (*Applies to Main Campus, Buraidah College of Technology, Hail, Al-Quwaiyah, and Al Dawadmi)*

The December Commission Action Letter directed the institution to provide a completed ACCET Document 21 – Personnel Qualifications Checklist for Main Campus staff to demonstrate that all applicable personnel have completed the *Customized Trainer Program.*

In its Main Campus response, the institution attached the qualifications for trainers in their respected campuses and indicated that the attachments should overlap with Document 21 at the colleges, and that the spreadsheet exhibit showed that all trainiers either completed the Customized Trainer Program or their qualifications state that their education, skill, or other criteria demonstrate that they meet the qualifications for their teaching assignment. However, a completed Document 21 - ACCET On-Site Visit – Personnel File/Qualifications Checklist was not provided as directed by the Commission.

Therefore, the Commission directs that the institution to provide a subset of information for 10 Main Campus supervisory staff, one from each of the following departments:

   a. **Faculty Supervision**
   b. **Curriculum Development**
   c. **Registrar**
   d. **Human Resources**
   e. **School Operations**
   f. **Finance**
   g. **Student Outcomes**
   h. **Cooperative Training**
   i. **Completion and Placement/Student Outcomes**
   j. **Marketing/Advertising**

For each supervisor, please detail the following five items:

   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 team report indicated that ACCET Document 21 was not prepared by the campus in advance of the visit and that by the time it was delivered to the team it was too late to review all files. Both the Hail and Buraidah College of Technology organizational charts were overly general and lacked the names and titles of all supervisory, academic, and instructional staff.

The Hail campus did not provide a response to this weaknesses. The Buraidah response provided voluminous information which was not translated into English for the Commission.

Therefore, the Hail and Buraidah College of Technology campuses are directed 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 team reports for Al Quwaiyah and Al Dawadmi indicated that, while annual reviews were implemented according to written policy, the annual evaluations did not indicate follow-up professional development to address performance issues noted in the staff and faculty reviews.

In their responses, the campuses provided detail on overall training and development, but did not address the specific issue of how professional development is used to address performance issues identified in the annual performance review process.

Therefore, the Al Quwaiyah and Al Dawadmi branches must provide a narrative update and documentation that employees with weaknesses cited on their annual performance evaluations are provided a plan for professional development and/or continuing education which address the cited issues.

6. Standard II-D Records *(Applies to Buraidah College of Technology for Food and Environment and Onaizah College of Technology)*

   The team report for Buraidah College of Technology for Food and Environment indicated that the campus was missing all student files from two years prior because the students were given their complete files after graduation and the data conversion to the new RAYAT system failed to migrate over their electronic files, and that campus staff were not fully trained to use the new database. Both the Buraidah and Onaizah team reports indicated that no written policy was in place regarding student record maintenance.

   In their responses, the branches indicated that the previous policy of giving the original hardcopy files to graduates has been discontinued and that branches now maintain hardcopy files of selected file items along with the RAYAT electronic files. However, it is unclear if these file retention policies are in alignment with those mandated by the Main Campus, nor did the responses provide an updated policy or documentation of additional training for relevant campus personnel.

   Therefore, the Buraidah College of Technology for Food and Environment and Onaizah are directed to submit a narrative update on this issue with supporting documentation of: a) policies and procedures regarding the use of the RAYAT student information system, b) evidence of staff training on the new system, and c) documentation that the campus record retention policy aligns with the requirements of TVTC.

7. Standard II-E Communications *(Applies to Buraidah College of Technology, Buraidah College of Technology for Food and Environment, and Hail College of Technology)*

   The team report for all three campuses indicated that departmental staff were siloed in their knowledge of ACCET standards, with some departments highly aware of accreditation requirements and minimal in others. No documentation was provided to the team to demonstrate that requirements and maintenance of accreditation standards had been reviewed with staff and faculty.

The Buraidah College of Technology for Food and Environment response indicated that, while work policies were available on the TVTC website, some updates were made during the last year making it hard for some employees to find relevant documents. The response also indicated that CFET (the response did not identify the full name or function of this entity) has recently started developing an easy-access website for the internal network which will include all work policies and procedures, staff and faculty job tasks, and all work-related forms. In addition, this website will include materials about ACCET standards. This new website will be set as a default page in all the available browsers in CFET computers and the link will be sent via email to all CFET's staff and faculty.

The Buraidah College of Technology response indicated that it was organizing workshops, meetings, and forums covering ACCET standards early this year, and that an Instructors' Forum was held to clarify matters of relevance to ACCET standards.

The Hail response provided only an untranslated exhibit without a narrative.

However, none of the responses indicated when or if these website improvements have been implemented, nor to which campuses this new website applies. Further, there was no indication if the Main Campus was involved in campus training relative to implementation of ACCET accreditation requirements.

Therefore, the Main Campus is directed 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.**

8. Standard IV-B <u>Program/Instructional Materials</u> (*Applies to Hail and Onaizah*)

The Onaizah team report indicated that training plans, books, and reference materials for all programs are out of date. A review of the institution's training plans and the bibliography used for the different courses indicated that much of it is more than five years old.

In its response, the branch indicated that it concurred that training plans and curricular references need updating but that this was not within its authority to change. The response further stated that meetings and communications have been made with the TVTC curriculum department

regarding this weakness.

Therefore, the Main Campus is directed to:
   a. **Identify specifically, by program, which curricular materials at the Onaizah campus are outdated and need review and revision.**
   b. **Identify the timeline for revision and when updated materials will be implemented**
   c. **Identify by program and campus, where outdated materials are in use by any of the 35 men's vocational campuses, and the specific timeline for when these materials at all campuses will be updated.**

The Hail team report indicated that the institution's internet and computer power were substandard, thus inhibiting lesson delivery and that the computer programming courses were particularly affected. Further, at the time of the visit, the branch firewall prevented its staff from accessing essential ACCET pdf forms and procedures. *No response was provided to this weakness.*

Therefore, the campus is required to: a) provide a narrative update on this issue; b) provide documentation that the firewall issues have been resolved; and 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.

9. Standard IV-C Externships/Internships *(Applies to Main Campus, Buraidah College of Technology, Buraidah College of Technology for Food and Environment, Hail, and Onaizah)*

The December Commission Action Letter directed the institution to provide supporting documentation for its cooperative training program, including the written policy and procedure related to the administration of cooperative training with specific reference to: a) co-op site development; b) the review and approval of co-op sites; c) the expectations of employer/co-op sponsors; and d) the specific time intervals for contact between the faculty supervisor and the co-op site. Further, the institution was to clarify its policy on co-op exemptions, including submitting written policy and procedures compliant with the requirements of this standard, and supporting documentation demonstrating the systematic and effective implementation of written policy and procedures relative to co-op exemptions.

In its response, the institution provided the new 2018 version of the Co-operative Training Manual. The narrative states: "… there is no exemption from cooperative training for trainees who have previous/ current employment etc." The 70 page manual, which is targeted to the responsibilities of the various training staff, includes important items such as sample forms and checklist, task lists, rubrics for evaluation, and sample trainee and site evaluations. However, the narrative did not address the specific questions asked by the Commission, which remain unanswered, nor did it point to relevant portions of the manual where answers to these questions could be found. The response also included an exhibit entitled "The Executive Instructions for Cooperative Training," which includes the trainee requirements for participating in cooperative training. This document, beginning on page 11, provides detailed guidance on how trainees can

qualify for exemptions from the cooperative training, which not only contradicts the interim response narrative but also the team report findings at Buraidah College of Technology. Finally, the Commission notes that this is a repeat finding from the initial accreditation visits at which time TVTC indicated this had been resolved by the elimination of the exemption requirement.

The team reports for Buraidah College of Technology, Buraidah College of Technology for Food and Environment, Hail, and Onaizah also had detailed weaknesses with the cooperative training program, including:

- Onaizah - The institution does not effectively track externships.
- Buraidah College of Technology - The institution allows students to substitute a job for an externship; it does not track the job for the length of the required internship; and there is no evidence of a written policy for the total number of required externship hours or clarity of transfer of externship hours.
- Buraidah (Food and Environment) - The institution lacks formal policies and procedures for co-op training; there was a lack of written policies and procedures for students or evaluators to review for the Chemical Laboratories co-op; and lack of tracking student completion of the co-op within the Chemistry Laboratories department.
- Hail – The cooperative policy lacked details and clarity, including the lack of detail on how many hours must be completed and the lack of substantive documentation of how cooperative sites are inspected or evaluated.

The branch responses provided general references to policy documents, but none addressed the weaknesses cited by the teams or provided sufficient narratives or exhibits to demonstrate that the weaknesses had been remedied.

The Commission concluded that these issues permeate all 35 TVTC men's vocational colleges and requires that these issues be resolved. Therefore, the Main Campus is directed to re-address the following issues with both detailed narratives and supporting documentation, including: a) how the cooperative program is monitored by the Main Campus; and b) how cooperative programs are monitored by each campus. The response is to reference and utilize ACCET Document 25.8 - <u>Externship/Internship Component of a New/Revised Program</u> to ensure that its response is complete, including:

a. **Policy and procedure for co-operative site development.**
b. **How cooperative sites are reviewed and approved.**
c. **The specific expectations of cooperative sponsors.**
d. **The specific time intervals for contact between the faculty supervisor and the co-op site.**
e. **A categorical statement of whether or not cooperative exemptions are permitted for selected trainees:**
   i. **If exemptions are no longer permitted, provided the effective date and documentation that exemptions have ceased at all campuses; and**

> ii. **If exemptions are permitted, then provide the specific educational rationale for granting exemptions, the criteria for granting exemptions, who is authorized to make exemptions, and how the exemptions are weighted, recorded, and reported on the student academic transcripts.**

10. Standard V-A Instructional Methods (Applies to Al Majma'ah)

The team report indicated that, in the majority of classes observed, instruction was teacher centered and students were minimally engaged.

In its response, the branch report indicated that it plans several workshops to be conducted by specialists in teaching methodology. However, no topics, timelines, or specifics were included in the narrative, which included one internal (untranslated) memo.

Therefore, the campus is directed 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 must 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.

11. Standard V-B <u>Learning Resources, Equipment, and Supplies</u> *(Applies to Onaizah and Al Dawadmi)*

The team report for Onaizah indicated that computers in the Civil and Architectural Engineering labs were not up to date and could not run current versions of the drawing software. Several staff members also reported that the internet and cloud services at the branch were unreliable, resulting in repeated class-time outages.

The team report for Al Dawadmi indicated that the equipment in the computer lab was not in good repair, the number of computers and repair/diagnostic tools were inadequate for the number of students, the lab equipment was disorganized and in need of cleaning, and also found that only one "tear down" computer was available for student use, which was neither clean nor its parts organized for labs.

The Onaizah response indicated that 22 computers were requested from the purchasing department and are pending receipt, and that the network repairs were assigned to an outside company which began its work on March 26, 2019. The Al Dawadmi response indicated that new

equipment has been ordered from the TVTC purchasing department, with pictures provided as documentation.

Therefore, the campuses are directed 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.**

12. Standard V-C Facilities *(Applies to Buraidah College of Technology and Buraidah College of Technology for Food & Environment)*

The team report for Buraidah College of Technology indicated crumbling walls, non-functional classrooms cluttered with extra furniture impeding safe egress, and dusty computer labs. Additionally, the team observed ground level air conditioning equipment missing covers and exposing students, and the team, to high voltage electricity. Other electrical surfaces had wires without any conduit loosely wrapped with electrical tape. Finally, the team heard complaints from students and staff regarding the availability of sufficient parking.

The team report for Buraidah College of Technology for Food & Environment indicated that the state of the facility, at the time of the on-site review, did not represent a suitable environment for the teaching and learning process. The team observed broken glassware, safety and eye wash not present, immense amount of clutter throughout the chemistry labs, chemicals left unlabeled, sink drains full of debris and glassware, classrooms full of fire and tripping hazards, lack of ventilation within the chemistry labs, and gas cylinders not tied down. Additionally, no policy and procedures were evident relative to cleanliness, storage, and organization or trained personnel responsible for facility maintenance and repair.

The team report further detailed a long list of safety and sanitation infractions in the Food Lab building, indicating a lack of adherence to the most basic health, sanitation, and safety practices.

Both campus responses were minimal with wholly inadequate documentation of policies, procedures, training, and accountability provided.

Therefore, the Main Campus is directed to provide:
   a. **Proof of fire, health, and safety inspections conducted since the date of the on-site visits, by appropriate local officials, at both Buraidah campuses.**

      b. **Narrative update and policies and procedures on who and when periodic fire, health, and safety inspections will be conducted at each campus, to ensure that these violations do not recur.**

      c. **Narrative update and policies and procedures, including industry standard checklists, for who and when internal inspections of all labs and food storage and preparation areas are cleaned and inspected on a daily basis, including the qualifications for those responsible.**

13. Standard VI-B <u>Supervision of Instruction</u> *(Applies to Buraidah College of Technology for Food & Environment and Onaizah)*

The Buraidah College of Technology for Food & Environment Team Report indicated that instructors were not adequately supervised as evidenced by the conditions of labs and food storage and preparation areas.

The campus response indicated that instructors are evaluated at the end of every semester by their department heads using established evaluation forms. Maintaining the college equipment and following the safety and security procedures are included in the periodic instructor evaluations. However, the team observations at the time of the visit clearly indicated that these evaluations were not effective.

Therefore, the Buraidah College of Technology for Food & Environment campus is directed to provide copies of five completed staff and faculty evaluations, which detail precisely how faculty were evaluated relative to the maintenance of health, safety, and sanitation in their respective labs and food storage and preparation areas.

The Onaizah Team Report indicated that faculty evaluations for the Civil Engineering and Architectural Engineering Departments were informal and only completed very recently, and an online survey of faculty and students was used as the primary basis for faculty evaluations.

The campus response indicated that the Civil Engineering and Architectural Engineering Department Head does not use the online survey for evaluating department staff and provided an exhibit which explained how the faculty evaluation process works. However, a translated policy document was not provided which detailed the faculty evaluation process.

Therefore, the Onaizah campus is directed to provide a translated policy and procedure for faculty evaluations, including five sample evaluations completed since the time of the on-site visit.

14. Standard VI-C <u>Instructor Orientation and Training</u> *(Applies to Main Campus and Onaizah)*

The December Commission Action Letter directed the institution to submit a narrative update and supporting documentation related to the delivery of professional development and continuing education which was to describe the measures implemented by the institution to ensure the regular

delivery of professional development and continuing education for its faculty, and to provide supporting documentation to reflect the systematic and effective implementation of written policy and procedures relative to continuing education and professional development.

In its response, the Main Campus provided policies and procedures for new trainer development and professional training and indicated that the TVTC training department provides training programs for the employees of the General Organization for Technical and Vocational Training for all categories of personnel, including leadership, administrators, technicians, and faculty. However, neither the narrative or exhibits demonstrated evidence that this training is taking place for all faculty and on a scheduled basis. This issue overlaps a similar issue cited above under Standard II-C Human Resource Management, where personnel files lack such documentation.

Therefore, the Main Campus is directed to provide a concise narrative update on this issue, 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 Onaizah Team Report indicated that instructors in the Civil and Architectural Technology programs had not received professional development. For example, the Department Chair advised the team that the instructors had not received training for REVIT.

The campus response indicated that the REVIT program was implemented in academic year 2017-2018, that all instructors were trained, and that the Director of the Community Service Center was informed to arrange for training in this area in the near future. However, most of the exhibits were not translated for the Commission and the response did not demonstrate that all trainers at the Onaizah branch were up-to-date on their professional development.

Therefore, the Onaizah campus is directed to provide a narrative update on this issue and a listing of professional development for all trainers in the Civil and Architectural Technology programs completed since the time of the visit, and any additional training planned for the remainder of 2019, to include details of: a) professional development dates; b) topic or focus; c) agenda; and d) roster of attendees or target audience for training scheduled in the future.

15. Standard VII-A Recruitment *(Applies to Main Campus, Buraidah College of Technology, Al Majma'ah, Buraidah College of Technology for Food & Environment, Al-Quwaiya, Onaizah, and Al Dawadmi)*

The December Commission Action Letter directed the institution to provide an updated and revised Trainee Guide cross referenced to ACCET Document 29 – Catalog Checklist. The team reports for the other campuses also cited the lack of a Trainee Guide that met all of the required ACCET elements.

The Main Campus response provided a 2018 translation of the Trainee Guide but did not provide

a completed ACCET Document 29 – Catalog Checklist, which requires page references to each required element.

The Commission concluded that the catalog issue permeates all 35 TVTC men's vocational colleges and noted that this is a repeat finding from the initial accreditation visits and requires that this issue be resolved. Therefore, the Commission again directs the Main Campus to provide an updated Trainee Guide which is cross referenced to ACCET Document 29 and to demonstrate that the updated Trainee Guide has been implmented at all of the men's vocational campuses.

The Buraidah College of Technology for Food & Environment team report indicated that there were no written policies and procedures to guide the recruitment process.

The campus response indicated that policies existed but the documentation was not translated for Commission review.

Therefore, the Buraidah College of Technology for Food & Environment campus is directed to submit a narrative update on this issue, with translated documentation of the policies and procedures for recruitment.

16. Standard VII-B Admissions/Enrollment *(Applies to Main Campus, Buraidah College of Technology, Buraidah College of Technology for Food & Environment, and Onaizah)*

The December Commission Action Letter directed the institution to provide: a) an updated and revised enrollment agreement that includes the program name and discloses to the trainee the maximum time to complete the program, as directed by the Accrediting Commission in 2015; b) an ACCET Document 29.1 – Enrollment agreement Checklist correlated to an English language copy of the enrollment agreement; and c) a copy of the Arabic language enrollment agreement that identifies the program name field. The team reports for the other campuses also cited the lack of an enrollment agreement that met all of the required ACCET elements.

The Main Campus response included an updated enrollment agreement in English which included the program name. However, the updated agreement did not include a completed ACCET Document 29.1, a copy of the Arabic Enrollment agreement that identified the program name field, or a disclosure to the trainee of the maximum time to complete the program, as directed by the Accrediting Commission in 2015.

The Commission concluded that the enrollment agreement issue permeates all 35 TVTC men's vocational colleges and noted that this is a repeat finding from the initial accreditation visits, and requires that this issue be resolved. Therefore, the Commission again directs the Main Campus to provide an updated enrollment agreement which is cross referenced to ACCET Document 29.1 and to demonstrate that the updated enrollment agreement has been implmented at all of the men's vocational campuses.

The Buraidah College of Technology for Food & Environment and Onaizah Team Reports indicated that the branches enroll international students but did not have written policies and procedures to guide their enrollment.

In its response, the Buraidah College of Technology for Food & Environment indicated that it did not have the authority to accept international trainees, but that it is directed by TVTC to accept a certain number of trainees based on specific conditions and seat availability. However, the response did not indicate why the team was provided with conflicting information at the time of the visit, nor did it explain the statement about being directed by TVTC to acccept a certain number of trainees. Further, the Onaizah response failed to address this weakness.

Therefore, Buraidah College of Technology for Food & Environment and Onaizah are directed to provide a narrative update on this issue, including a definitive statement as to whether they do, or do not, accept international students, and if international students are accepted, then detail under what conditions they are enrolled and how these students are funded.

17. Standard VII-C <u>Transfer of Credit</u> *(Applies to Al Majma'ah, Buraidah College of Technology for Food & Environment, Al-Quwaiyah College of Technology, and Al Dawadmi College of Technology)*

    The team reports for Al Majma'ah, Buraidah College of Technology for Food & Environment, Al-Quwaiyah, and Al Dawadmi indicated that the campus transfer of credit policy did not meet the requirements of ACCET Document 16 – <u>Transfer of Credit Policy</u>.

    The campus responses indicated that compliant transfer of credit policies were in effect. However, the exhibits provided to document the policy, procedure, and samples of students who had received transfer of credit were not translated for the Commission.

    Therefore, the Main Campus is directed to provide a narrative update on this issue, to demonstrate that: a) its Transfer of Credit Policy for all campuses meets the requirements of ACCET Document 16; b) the policy applies to students transfering from one TVTC campus to another; and c) the policy is published in the Trainee Guide.

18. Standard VIII-B <u>Attendance</u> *(Applies to Main Campus, Buraidah College of Technology, Buraidah College of Technology for Food & Environment, Hail and Onaizah)*

    The December Commission Action Letter directed the institution to provide an updated and revised attendance policy and procedures and narrative update and documentation of the following:

    a) That excused time missed is still calculated as a part of the absence rate.
    b) The number of consecutive absences students are allowed to miss before being terminated for lack of attendance, and advised the institution that compliance with this policy is to be

comprehensive.
c) Whether the institution administers leaves of absence (LOA) and, if so, providing a copy of the policy and procedure and a sample of three files that demonstrate the systematic and effective implementation of written policy and procedures relative to the administration of LOA.
d) A policy and procedure on makeup work with specific reference to makeup exams.
e) The minimum attendance rate that students would have to fall below in order to compel a course retake.

The campus reports for Buraidah College of Technology, Buraidah College of Technology for Food & Environment, Hail and Onaizah consistently cited these same concerns.

In its response, the Main Campus indicated that: a) TVTC monitors the attendance and absence of trainees enrolled through its RAYAT System; b) the mechanism for calculating absence and attendance is based on the provisions of the Executive Regulations; c) each trainer monitors attendance within the RAYAT system; and d) the regulations match the ACCET Leave of Absence standard. However, the narrative did not include specific answers to the Commission requests and did not include any page references to the voluminous documentation provided.

The Buraidah campus response indicated that not all faculty were tracking attendance correctly. The Onaizah response indicated that instructors may be handling the late policy differently depending on circumstances. However, the specific weaknesses were not addressed, much of the documentation was provided without translation, and the Hail campus did not respond to this weakness.

The Commission concluded that these attendance issues permeate all 35 TVTC men's vocational colleges and requires that these issues be resolved. Therefore, the Commission reiterates its directive from the December letter, that the institution 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 still calculated as a part of the absence rate.**
e) **A policy and procedure on makeup work with specific reference to makeup exams.**

19. Standard VIII-C <u>Student Progress</u> (*Applies to Main Campus, Buraidah College of Technology, Buraidah College of Technology for Food & Environment, Hail, Onaizah, Al Majma'ah, and Al-Quwaiya*)

The December Commission Action Letter directed the institution to provide:

a) Maximum timeframe for programs delivered by the institution. The institution is reminded that the maximum timeframe cannot exceed 150% of the published program length.
b) Minimum GPA required to maintain minimum satisfactory progress. The institution is reminded that ACCET requires a minimum of 70%, or 2.0 on a 4.0 scale. While the institution's response indicated that a special consideration is forthcoming, none has yet been provided. TVTC was reminded of this in the August 2015 Commission Action Letter, and is reminded again that failure to provide a sufficient rationale for allowing a 2.0 on a 5.0 grade scale may result in the rejection of the special consideration and additional corrective action by the institution in order to demonstrate compliance with this standard.
c) 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. Supporting documentation is to include a revised policy and procedure related to satisfactory academic progress and a completed ACCET Document 18.1 – <u>Satisfactory Progress Policy Checklist</u> correlated to the institution's academic progress policy.

The Team Report for Buraidah College of Technology cited similar concerns. Relative to the maximum timeframe for completion, the branch advised the team that, under the ACCET policy, 150% of the program would be 7.5 semesters, which the institution rounds up to eight, and further the College Council voted to authorize one extra semester to nine total, thus significantly exceeding the 150% maximum for vocational institutions as required by ACCET Document 18 – <u>Satisfactory Academic Progress Policy</u>.

The Main Campus response indicated that the "Executive Instructions" explain the Articles of the Main Regulations on the training and evaluation of technical colleges and that these regulations specify the maximum duration of the training period, which is nine training terms, and that the College Board may increase it for an extra training term. The instructions also include the requirements for changing specializations and stipulate that the transfer of a trainee from one specialization to another shall be approved only upon the review of the remaining period of the trainee. It also corresponds to the specialization plan to be transferred. The training hours that were previously covered are recorded in the student's Training Register. However, the response failed to answer the Commission's concerns relative to the TVTC Satisfactory Academic Progress Policy, which must be compliant with ACCET Document 18 – <u>Satisfactory Academic Progress Policy</u>.

Therefore, the Main Campus is directed to provide a narrative updated on these issues, 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.**

The Al Majma'ah team report indicated that many students failed the English language courses at least once. When queried, the Head of Department for General Studies indicated that he was aware of the issue and had communicated his concerns, but that, as of the date of the visit, no analysis had taken place or corrective action implemented to address the cause of why so many students failed the course.

In its response, the Al Majma'ah campus indicated that the General Studies Department has created a committee to monitor student progress and included an e-mail in support. However, the narrative did not provide evidence that this issue has been addressed and the e-mail was not translated for the Commission.

Therefore, the institution must provide a narrative update on this issue, detailing the progress of the committee's formation and actions taken which address the high trainee failure rate in English language courses.

The Al-Quwaiya team report indicated that student H. M. bin Muflih Al Qahtani, an enrollee in the Electrical Power program, failed the prerequisite course Electrical Circuits-1 five times, and was permitted to take more advanced courses while lacking this essential pre-requisite.

In its response, the Al-Quwaiya campus indicated that it will prevent the registration into advanced courses prior to passage of the pre-requisite coursework. However, the meeting minutes provided as an exhibit, were not translated for Commission review.

Therefore, the Al-Quwaiya campus is directed to provide a narrative update on this issue, including its policy for retaking coursework and documentation that course prerequisites

cannot be bypassed except when reviewed and approved for sound academic reasons by a qualified supervisor.

20. Standard IX-A <u>Student Satisfaction</u> *(Applies to Main Campus, Buraidah College of Technology, Hail,and Onaizah)*

The December Commission Action Letter directed the institution to provide: a) written policy and procedures related to student surveys; b) a sample of student survey results from three campuses; and c) an accompanying analysis and implementation of corrective action to improve the education, training and student services delivered by the institution.

In its response, the Main Campus indicated that: a) it maintains written policies and procedures for trainee satisfaction surveys and that these were most recently analyzed and the results were sorted by the Administration for the second training semester 1438/1439 AH and for the first semester 1439/1440 AH; b) that all the responses of the survey were furnished to the Office of the Deputy Governor for Training, noting that the survey is available on the RAYAT website and all trainees have access there to complete the survey; and c) that it is the duty of the training unit to fulfill the regulations regarding surveying and planning corrective actions based on survey results. While several exhibits were attached, including the "Procedure Manual on Cooperative Training" and "Corrective Plans Based on Surveys (English headings only)," no page references were provided and there was no indication what the other untranslated exhibits represented.

The Onaizah Team Report indicated that written policies for student satisfaction were not in place as required by ACCET standards.

In its response, the Onaizah branch indicated that it follows a step-by-step policy on conducting and analyzing surveys which are sent to trainees at the end of every training-semester. Afterwards, the completed surveys are studied and analyzed for improvement. However, the response did not include completed surveys or an analysis of trainee satisfaction.

Therefore, the Main Campus is directed to provide a narrative update on this issue which succinctly states its policy on who, when, and where the interim and final evaluations are distributed, returned, summarized, and analyzed and precisely how student feedback is utilized to improve the education, training, and student services provided by the institution as required by this standard. This narrative is to be supported by specific reference to policy and procedures (translated and with specific page references), along with a sample of recent student survey results from the Buraidah College of Technology, Hail, and Onaizah.

The Buraidah College of Technology and Hail team reports indicated that ACCET Document 49.1 was not posted on campus as required under this standard.

The Buraidah campus response provided an email address related to Document 49.1 but no evidence that the document was posted as required. The Hail campus did not respond to this

weakness.

Therefore, the Buraidah College of Technology and Hail campuses are directed to provide a narrative update on this issue, with clear attestations that ACCET Document 49.1 is posted in a readily accessible, prominent location at the school as required by ACCET Document 49 – <u>Policy for Processing Complaints Against ACCET Accredited Institutions</u>.

21. Standard IX-B <u>Employer/Sponsor Satisfaction</u> *(Applies to Main Campus, Buraidah College of Technology, Al Majma'ah, Buraidah College of Technology for Food & Environment, Al-Quwaiya, Onaizah, Hail, Zulfi, Al Zulfi, and Al Dawadmi)*

The December Commission Action Letter directed the institution to provide a narrative update and supporting documentation including: a) written policy and procedures related to employer/sponsor satisfaction, b) sample of completed documentation assessing the employer satisfaction with the performance of the graduates of the institution, c) analysis of the outcomes of the employer satisfaction documentation, and d) implementation of corrective action based upon the feedback provided by employers/sponsors to improve the education, training and student services delivered by the institution.

Each of the eight campus team reports also cited weaknesses relative to the lack of policies and procedures for employer/sponsor satisfaction and/or lack of demonstration of effective implementation of those policies.

The Main Campus response indicated that it maintains written policies and procedures on employer satisfaction which meet the ACCET standard, which are implemented through various avenues, including circulars of work development from the career adviser's office, circulars that deal with the identification of challenges and observations and guidance in dealing with them, and field visits, when necessary, and follow-up written reports, and completion and functional coordination. These efforts are further supported by a business intelligence platform to track graduate data and follow-up of their job status, training plans for a specific track for vocational guides, and training the job coordinators on the employer satisfaction survey. A variety of documentation was provided which was identical to that provided for Standard IX-A above, plus a document entitled "Procedure Manual of Surveying Employers" which appeared to be an excerpt from the "Procedure Manual of Cooperative Training" with reference to a single task: "Task No. (5): Monitor observations on the course of action of field supervision over cooperative training" and is unrelated to the requirements of this standard. The campus responses offered similar reference to TVTC policies and procedures. However, the various responses did not demonstrate that feedback from employers who hire graduates is documented and utilized to improve the education, training, and student services at the campus level, as required by this standard.

Therefore, the Main Campus is directed to provide a narrative update on this issue which succinctly states its policy on who, when, and where the employer surveys are distributed, returned, summarized, and analyzed, to include a three campus sampling including: a)

samples of completed documentation assessing the employer satisfaction with the performance of the graduates of the campus; b) analysis of the outcomes of the employer satisfaction documentation; and c) samples of implementation of corrective actions based upon the feedback provided by employers to improve the education, training and student services delivered by the campus.

22. Standard IX-C Certification and Licensing *(Applies to Main Campus, Buraidah College of Technology, Al Majma'ah, Buraidah College of Technology for Food & Environment, Hail, Al Zulfi, and Al Dawadmi)*

    The December Commission Action Letter directed the institution to**:**

    a) Identify which programs 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 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.

    The main campus response included documents and procedures involving "…the instructions to campuses related to trainee licenses and their TVTC transcripts, and a list of all certifications of the academies currently approved by the TVTC…" However, only one exhibit was translated for Commission review and it was not clear that these policies addressed the requirements of ACCET Document 38 - Certification and Licensing Policy.

    The team reports for the campuses indicated that they did not have written policies for tracking whether students have taken or passed certification exams, and most had no data on certification exam pass rates.

    While the Al Zulfi and Al Majma'ah responses indicated that they would be formulating policies and procedures for tracking, no documention of tracking was provided. The other campus responses either did not provide translated documents, or provided no narrative response at all.

    The Commission concluded that these issues permeate all 35 TVTC men's vocational colleges and requires that these issues be resolved. Therefore, the institution must demonstrate compliance with ACCET Document 38 – Certification and Licensing Policy and the Commission reiterates its directive from the December letter, that the institution:

    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.*

23. Standard IX.D Completion and Job Placement *(Applies to Main Campus/TVTC Corporate and Buraidah College of Technology, Buraidah College of Technology for Food and Environment, Hail College of Technology, Onaizh College of Technology, Al-Quwaiyah College of Technology, Al Dawadmi College of Technology, Al Zulfi College of Technology, Al Majmah)*

The December Commission Action Letter directed the institution to submit a narrative update and supporting documentation to include: a) updated and revised policy and procedures related to completion and job placement that indicated responsible personnel for tracking, monitoring and documentation of completion and placement documentation; and b) documentation related to training for the responsible personnel. The institution was further advised that the requirements of this standard and the corrective actions implemented in response to this weakness were to be evaluated for systematic and effective implementation at the eight campus sites scheduled for reaccreditation on-site visits in the April 2019 review cycle.

In its response, the Main Campus provided only a narrative response to this standard which consisted of a minimal list of procedures for the Job Coordinator at each campus to follow. The procedure indicates that, "Due to the nature of the TVTC corporate as a main campus (not having trainees and trainers), this task is done by individual units." However, no oversight, follow-up, or review by the corporate office is included in the procedures. Additionally, no evidence of training was provided to demonstrate that campuses have been trained to track and maintain completion and job placement rates in compliance with ACCET Document 28 – Completion and Placement Policy.

The on-site visit team reports for the eight campuses visited in the April 2019 review cycle all indicated weaknesses regarding this standard including below benchmark rates, the lack of prepared documents, inaccurate enrollment data, incomplete and/or misaligned Documents 28.1 – Completion and Placement Statistics and Documents 28.2 – On-Site Sampling Verification Forms (OSVF), and lack of supporting documentation for placements and waivers. It was further noted that some campuses (Al Dawadmi) were erroneously using column 5b on the 28.1 to record students on Leave of Absence (LOA) and that some programs were reporting above 100% completion rates (Al Majmah, Accounting – 104%).

It was apparent, at each campus visited, that local staff had not been effectively trained regarding the requirements of this standard and that no main campus oversight was in place to ensure systematic and effective implementation of ACCET compliant policies.

The responses to the team reports varied in completeness, ranging from no response (Hail) to submission of campus specific policies and attempted implementation (Onaizah). However, none of the campuses provided complete policies or updated Document 28.1s and 28.2s to

demonstrate verifiable completion and placement data. Further, no campus effectively addressed the teams' concerns regarding integrity of the enrollment data provided.

Therefore, the institution is directed to provide all completion and placement documentation for a sample of four campuses (Onaizah, Hail, Al Dawadmi, and Al Majmah), with additional reporting for the remaining campuses to be required for review at the December 2019 meeting. The Onaizah, Hail, Al Dawadmi, and Al Majmah campuses are directed to provide:

   a. **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 – <u>Completion and Placement Policy</u>. 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 – <u>Completion and Placement Statistics</u> complete with corresponding Document 28.2s – <u>On-Site Sampling Verification Forms</u> (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 is directed to include an accurate table of exhibits for each pdf. <u>The institution is reminded that all waivers and attestations utilized must contain all elements included within Document 28.6 – Employment Verification Form</u>.**

A copy of this report, **including the attached interim report cover sheet**, must be emailed to **<u>interimreports@accet.org</u>** for receipt at the ACCET office no later than **July 12, 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 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 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. Valerie Lefor, Accreditation Division, US ED (valerie.lefor@ed.gov)