

## **Policy and Procedures for Additional Locations**

(unmodified, current policy)

*Proposed policy is renamed Policy and Procedures for  
Branch Campuses and Additional Locations*

### **Introduction**

An additional location is defined as a location remote from the main campus where students and faculty regularly meet in classes and where students may complete 50% or more of course work toward requirements for one or more of the institution's educational programs. Institutions must carefully monitor the course offerings provided at a given off campus location to ensure that they are aware of any circumstances where the offerings may be approaching the 50% level.

The establishment or relocation of an additional location will be considered a substantive change to be processed in accord with the Policy on Substantive Change. A change of physical location for an established additional location is considered a relocation. An institution is required, prior to implementation, to submit for COA approval a comprehensive written proposal addressing the additional location's compliance with the Standards for Accreditation and the Policy on Alternative Academic Patterns. A site visit is required within six months of implementation of a new or relocated additional location.

### **Purpose**

The purpose of a site visit for an additional location is to ensure that the educational program(s) offered and credential(s) awarded at the site are: well designed and consonant with the institution's mission and scope; properly authorized and validated by internal and external governing entities; adequately supported by financial, human, educational support, and facility resources; and adequately controlled and supervised by administrative oversight of the parent campus. The visit should also verify that the additional location does not compromise the institution's stability and resources.

### **The Visit**

Normally, ABHE visits to additional locations will be made by one representative of the COA who spends no more than one day at the site. Indeed, given the small size and limited offerings of the additional locations visited thus far in ABHE's experience, the visit may last only two or three hours. Regardless of the length of the visit, the ABHE evaluator should give special attention to the following questions:

1. To what extent are the offerings at the additional location consonant with the institution's mission?
2. Is the additional location adequately accounted for in institutional budgeting and adequately supported by the institution's financial resources?
3. How has internal (i.e., board, faculty) and external (i.e., state or provincial) authorization for the offerings at the additional location been documented?

4. How does the institution provide administrative oversight of the location?
5. How does the institution ensure that the instruction offered at the location is at least comparable in quality to instruction offered at the parent campus?
6. How does the institution ensure that students at the location will be able to take needed courses within a reasonable time frame?
7. Do instructional faculty have qualifications consistent with the requirements of ABHE standards?
8. Are faculty at the site adequately oriented regarding the mission of the institution?
  - a. Are they encouraged to attend faculty meetings?
  - b. Are opportunities for professional development provided them?
  - c. Is instructional performance systematically evaluated?
9. What types of services are available at the site to support the instruction?
  - a. Are mechanisms available to address concerns or problems?
  - b. Do students have adequate access to academic advisement?
  - c. Do students have timely access to library and computing services?
  - d. Are students adequately served with respect to admissions, registration, records, financial aid, and business affairs?
  - e. How are textbooks and course materials provided?
10. Are the services and materials offered by the site delivered in a timely fashion?
11. How is student learning at the site assessed?
12. How are assessment findings used to improve instruction at the site?
13. Are the facilities utilized for the instruction adequate?
14. Do the facilities provide adequate access for the disabled, parking, and security?
15. Is appropriate public information regarding offerings at the site available?
16. Is integrity exercised in the site's efforts to recruit students?
17. Are students appropriately informed regarding their ability to apply work taken at the site towards one of the credentials offered by the institution?

## **The Report**

Following a site visit, the ABHE representative is expected to prepare a brief written report outlining his or her findings with respect to the above questions. The report will be shared with both the institution and the COA. Upon receipt of the report, the institution will have opportunity to issue a response outlining its concerns with or any needed corrections to the report.

## **COA Review**

At its regular meetings, the COA will review reports and related responses of visits made to additional locations by ABHE representatives. Following each meeting, institutions will be notified of any special COA concerns based on visit findings. The notification process will follow the same procedures employed for notifying an institution of any COA action. The site visit report, the institution's response, and the record of any COA action taken relative to the report will become part of the institution's permanent file.

## **COA Procedures for Additional Location Visits During an Accreditation Cycle**

In accordance with the ABHE Policy on Alternative Academic Patterns, "ABHE will conduct site visits to a representative sample of at least 25% of an institution's additional locations during an accreditation cycle." Only visits completed during the 36 months preceding the COA's review of the institution for candidacy, initial accreditation, or reaffirmation of accreditation may be considered in the representative sample. The following procedure will be applied to ensure a mechanism for implementation of this policy.

- When the Fall and Spring evaluation team schedules are prepared, the COA staff will review institutions scheduled for candidacy, initial accreditation, and reaffirmation of accreditation visits and notify the Director, COA, of the additional locations operated by these institutions.
- The Director, COA, will identify a representative sample of at least 25% of each institution's additional locations based on the number of locations and nature of programs offered, and specify locations to be visited.
- Once a visiting team chair has been identified, the Director, COA, will confer with the chair to determine whether an evaluation team member or COA staff member should conduct the site visit(s).
- The Director, COA, will notify the institution of the required visit(s), location(s) to be visited, and assigned evaluator(s). The institution and evaluator(s) will schedule a mutually agreed date and time for the visit(s). The institution will be sent a copy of the COA's Questions for Additional Location Visits by the COA Director.
- If the evaluation is conducted by an evaluation team member and prior to submission of the evaluation team report, the report on the additional location may be folded into the evaluation team report; otherwise, a separate report will be prepared for COA review.

[Applicable Policies: Policy on Alternative Academic Patterns, Policy on Substantive Change]

Adopted February 2008; Revised April 2014, February 2015

Call for Comments – August 2018

## PROPOSED CHANGES

Key to Changes: **Delete**, **Add**, **Explanation**

# Policy and Procedures for **Branch Campuses and Additional Locations**

## Introduction

All branch campuses and additional locations are considered alternative academic patterns and are subject to the general provisions of the ABHE Policy on Alternative Academic Patterns, which should be consulted in addition to this policy.

A branch campus is a geographically separate unit, independent of the main campus, with its own core facilities, curricula, faculty, administrative or supervisory personnel, and instructional resources. General oversight is provided by the parent institution. A branch campus (1) is permanent in nature; (2) offers academic programs leading to a degree, certificate, or other recognized credential; and (3) has its own budgetary and hiring authority.

An additional location is ~~defined as~~ a location remote from the main campus where students and faculty regularly meet in classes and where students may complete 50% or more of course work toward requirements for one or more of the institution's educational programs. **Next sentence moved here from Policy on Substantive and Non-Substantive Change:** If students are expected to attend a regular session of a class on an ongoing basis at an off-campus location, that location is considered an additional location if 50% or more of an educational program can be earned through a combination of ~~such courses~~ hybrid and traditional face-to-face classes at that location. Institutions must carefully monitor the course offerings provided at a given off campus location to ensure that they are aware of any circumstances where the offerings may be approaching the 50% level.

## Procedures

The establishment or relocation of a **branch campus** or additional location will be considered a substantive change to be processed in accord with the Policy on Substantive **and Non-Substantive** Change. A change of physical location for an

established **branch campus** or additional location is considered a relocation. An institution is required, prior to implementation, to submit for **Commission on Accreditation (COA)** approval a comprehensive written proposal addressing the **additional** location's compliance with the Standards for Accreditation and the Policy on Alternative Academic Patterns. **Next sentence moved here from Policy on Alternative Academic Patterns:** Appropriate documents should specify organizational and administrative relationships between the branch campus or additional location and the parent institution. A site visit is required within six months of implementation of a new or relocated **branch campus** or additional location. **Next sentence moved here from Policy on Alternative Academic Patterns:** This procedure must be followed for all branch campuses; the procedure must be followed for all other additional locations unless a pre-approval waiver (see section below) has been granted.

**Next paragraph moved here from Policy on Alternative Academic Patterns:**

Institutions operating a **branch campus** or additional location will be responsible to maintain evidence that the quality of education at the **branch campus** or additional location is maintained through:

- a. Clearly identified academic control
- b. Regular evaluation of the **branch campus** or additional location
- c. Adequate qualified faculty, facilities, resources, and academic and student support systems
- d. Financial stability
- e. Long-range planning for sustainability or expansion

**Next sentence moved here from Policy on Substantive and Non-Substantive Change:**

Discontinuation of a **branch campus** or an additional location where 100% of a degree program may be earned is a substantive change to be processed in accord with the Policy on Substantive and Non-Substantive Change, and requires submission of a teach-out plan for affected students (see the Policy on Teach-Out Plans).

### **Pre-Approval Waivers for Additional Locations**

**Entire section moved here from Policy on Alternative Academic Patterns:**

The COA may, under certain conditions, waive an institution's pre-approval requirements relative to establishing or relocating an additional location where the institution has previously hosted successful site visits to at least three additional locations. In general, such a waiver is granted on the basis of the COA's review of evidence that the institution has established a system to assure quality across a distributed enterprise. **The following sentence is deleted from the original policy moved here:** ~~Specifically, an institution wishing a waiver of individual additional location~~

~~approvals must submit evidence of the following in the substantive change request for each additional location established under a pre-approval waiver:~~

The following two sentences added to the original policy regarding pre-approval waivers:

Pre-approval waivers are not automatic, and the institution cannot initiate additional locations under a pre-approval waiver until a substantive change proposal seeking pre-approval waiver status has been submitted, and the COA has approved the request for pre-approval waiver status.

Once a pre-approval waiver has been granted, the institution must submit evidence of the following for each additional location when subsequently locations are added under the pre-approval waiver:

- a. Clearly identified academic control relative to additional locations;
- b. A system of data collection and regular evaluation to ensure comparability of educational quality at all additional locations;
- c. Written policies, criteria, and monitoring data to ensure adequate qualified faculty, facilities, resources, and academic and student support systems for all additional locations;
- d. Fiscal strength and financial stability as reflected in the institution's composite Financial Stability Factor score; and
- e. Comprehensive long-range planning for maintenance and expansion of additional locations.

Pre-approval waivers relative to additional locations will be reviewed by the COA at least every five years. At the time of the five-year review, site visits to a representative sample of not less than 25% of additional locations operated under the waiver will be required. Pre-approval waivers will be suspended in cases where an institution undergoes a change in ownership resulting in a change in control, unless and until such time as the COA re-determines that the institution continues to meet the conditions for the pre-approval of additional locations.

Preapproval waivers are not applicable to additional locations under the following circumstances:

- a. a new degree program is offered
- b. state/provincial boundaries are crossed
- c. establishment of the additional location requires the development of substantial new faculty and learning resources
- d. the ownership of the institution changes
- e. the institution acquires an institution, program, or location of another institution

- f. the institution adds a permanent location at a site where it is conducting a "teach-out" for students of another institution that ceased operating before all students completed their program of study

Institutions that are not eligible for a pre-approval waiver or do not seek a pre-approval waiver (substantive change), must host a site visit within six months of establishment of any new additional location.

Institutions that have a pre-approval waiver and establish five or more additional locations in a single academic year (July-June) must host a site visit to a representative sample of 25% of these additional locations within six months of the establishment of the fifth additional location.

~~In all cases, institutions operating (an) additional location(s) will be responsible to maintain evidence that they are ensuring the quality of education at their additional location(s) through:~~

- ~~a. Clearly identified academic control~~
- ~~b. Regular evaluation of the location~~
- ~~c. Adequate qualified faculty, facilities, resources, and academic and student support systems~~
- ~~d. Financial stability~~
- ~~e. Long-range planning for expansion~~

~~In all cases, ABHE will conduct site visits to a representative sample of at least 25% of an institution's additional locations during an accreditation cycle. At the discretion of the COA, additional visits may be required to verify compliance with the standards.~~

### **Purpose Site Visits**

The purpose of a site visit for a **branch campus** or additional location is to ensure that the educational program(s) offered and credential(s) awarded at the site are: well designed and consonant with the institution's mission and scope; properly authorized and validated by internal and external governing entities; adequately supported by financial, human, educational support, and facility resources; and adequately controlled and supervised by administrative oversight of the parent campus. The visit should also verify that the **branch campus** or additional location does not compromise the institution's stability and resources.

### **The Visit**

Normally, ABHE visits to **branch campuses** or additional locations will be made by one representative of the COA staff who spends no more than one day at the site. ~~Indeed, given the small size and limited offerings of the additional locations visited thus far in ABHE's experience, the visit may last only two or three hours.~~ For a site with limited offerings, the visit may last only two or three hours. Regardless of the length of the visit, the ~~ABHE evaluator should give special attention to~~ institution should prepare written answers to the following questions for the evaluator to review in preparation for the visit:

- ~~1. To what extent are the offerings at the additional location consonant with the institution's mission?~~
- ~~2. Is the additional location adequately accounted for in institutional budgeting and adequately supported by the institution's financial resources?~~
- ~~3. How has internal (i.e., board, faculty) and external (i.e., state or provincial) authorization for the offerings at the additional location been documented?~~
- ~~4. How does the institution provide administrative oversight of the location?~~
- ~~5. How does the institution ensure that the instruction offered at the location is at least comparable in quality to instruction offered at the parent campus?~~
- ~~6. How does the institution ensure that students at the location will be able to take needed courses within a reasonable time frame?~~
- ~~7. Do instructional faculty have qualifications consistent with the requirements of ABHE standards?~~
- ~~8. Are faculty at the site adequately oriented regarding the mission of the institution?
  - ~~a. Are they encouraged to attend faculty meetings?~~
  - ~~b. Are opportunities for professional development provided them?~~
  - ~~c. Is instructional performance systematically evaluated?~~~~
- ~~9. What types of services are available at the site to support the instruction?
  - ~~a. Are mechanisms available to address concerns or problems?~~
  - ~~b. Do students have adequate access to academic advisement?~~
  - ~~c. Do students have timely access to library and computing services?~~
  - ~~d. Are students adequately served with respect to admissions, registration, records, financial aid, and business affairs?~~~~

~~e. How are textbooks and course materials provided?~~

~~10. Are the services and materials offered by the site delivered in a timely fashion?~~

~~11. How is student learning at the site assessed?~~

~~12. How are assessment findings used to improve instruction at the site?~~

~~13. Are the facilities utilized for the instruction adequate?~~

~~14. Do the facilities provide adequate access for the disabled, parking, and security?~~

~~15. Is appropriate public information regarding offerings at the site available?~~

~~16. Is integrity exercised in the site's efforts to recruit students?~~

~~17. Are students appropriately informed regarding their ability to apply work taken at the site towards one of the credentials offered by the institution?~~

1. If the site is being reviewed because of a substantive change, to what extent are the facilities, resources (human, financial, physical, technological), and services consistent with the information in the approved Substantive Change Request? Discuss any changes since implementation from the plan described in the Substantive Change Request. If the review of this branch campus/additional location is part of a reaffirmation cycle rather than a new location, how have the facilities, resources, and services changed since the location was last reviewed?
2. Are there any courses or programs offered at the branch campus/additional location that are not available on the main campus? If yes, discuss how these are congruent with the mission of the institution.
3. What are the current financial, human, facility, and technological resources that support the additional location? Have any of these changed since the approved Substantive Change Request or last review? Describe how these are adequate to support the current offerings at the branch campus/additional location.
4. Describe the current library and learning resources available to students taking courses at this location. How are these adequate for the educational offerings delivered through this location?
5. Discuss and provide evidence that the additional location is adequately supervised by the main campus as well as appropriately administrated by the personnel at the branch campus/additional location.

6. Provide a complete faculty roster documenting the courses that were taught at the branch campus/additional location since its inception (or in the past three years, if a reaffirmation visit), the instructor teaching each course, and the documented expertise the faculty member has in the area of course content. Discuss and provide evidence that any faculty members qualified by means other than an academic credential have the appropriate expertise for the subjects they teach.
7. Describe the student services currently provided to students taking classes at this location.
8. Discuss and provide evidence that the additional location/branch campus is properly and currently authorized to operate in this location and offer the credentials that the institution makes available to students through this location.

## The Report

Following a site visit, the COA ABHE representative is expected to prepare a brief written report outlining his or her findings with respect to the above questions. The report will be shared with both the institution and the ~~ABHE Commission on Accreditation~~ COA. Upon receipt of the report, the institution will have opportunity to issue a response outlining its concerns with or any needed corrections to the report.

## Commission on Accreditation Review

At its regular meetings, the ~~Commission on Accreditation~~ COA will review reports and related responses of visits made to additional locations or branch campuses by ABHE COA representatives. Following each meeting, institutions will be notified of any special COA concerns based on visit findings. The notification process will follow the same procedures employed for notifying an institution of any COA action. The site visit report, the institution's response, and the record of any COA action taken relative to the report will become part of the institution's permanent file.

## ~~Commission on Accreditation~~ Procedures for Branch Campus and Additional Location Visits During an Accreditation Cycle

~~In accordance with the ABHE Policy on Alternative Academic Patterns,~~ "ABHE will conduct site visits to all branch campuses and a representative sample of at least 25% of an institution's additional locations during an accreditation cycle. Only visits completed during the 36 months preceding ~~the Commission on Accreditation's~~ COA's review of the institution for candidacy, initial accreditation, or reaffirmation of accreditation may be considered in the representative sample. The following procedure will be applied to ensure a mechanism for implementation of this policy.

- When the Fall and Spring evaluation team schedules are prepared, ~~the Commission on Accreditation~~ COA staff will review institutions scheduled for candidacy, initial accreditation, and reaffirmation of accreditation visits and notify the COA Director, ~~Commission on Accreditation~~ of the additional locations operated by these institutions.
- The COA Director, ~~Commission on Accreditation~~ will identify a representative sample of at least 25% of each institution's additional locations based on the number of locations and nature of programs offered, and specify locations to be visited.
- Once a visiting team chair has been identified, the COA Director, ~~Commission on Accreditation~~ will confer with the chair to determine whether an evaluation team member or ~~Commission on Accreditation~~ COA staff member should conduct the branch campus and additional location site visit(s).
- The COA Director, ~~Commission on Accreditation~~ will notify the institution of the required visit(s), location(s) to be visited, and assigned evaluator(s). The institution and evaluator(s) will schedule a mutually agreed date and time for the visit(s). The institution will be sent a copy of the ~~Commission on Accreditation's~~ COA's questions for branch campus and additional location visits (above) by the ~~Commission on Accreditation~~ COA Director.
- If the evaluation is conducted by an evaluation team member and prior to submission of the evaluation team report, the report on the branch campus/additional location may be folded into the evaluation team report; otherwise, a separate report will be prepared for ~~Commission on Accreditation~~ COA review.

~~{Applicable Policies: Policy on Alternative Academic Patterns, Policy on Substantive Change}~~

Adopted February 2008; Revised April 2014, February 2015, PROPOSED June 2018

Call for Comments – August 2018

## **PROPOSED**

(revised, without mark-up)

# **Policy and Procedures for Branch Campuses and Additional Locations**

## **Introduction**

All branch campuses and additional locations are considered alternative academic patterns and are subject to the general provisions of the ABHE Policy on Alternative Academic Patterns, which should be consulted in addition to this policy.

A branch campus is a geographically separate unit, independent of the main campus, with its own core facilities, curricula, faculty, administrative or supervisory personnel, and instructional resources. General oversight is provided by the parent institution. A branch campus (1) is permanent in nature; (2) offers academic programs leading to a degree, certificate, or other recognized credential; and (3) has its own budgetary and hiring authority.

An additional location is a location remote from the main campus where students and faculty regularly meet in classes and where students may complete 50% or more of course work toward requirements for one or more of the institution's educational programs. If students are expected to attend a regular session of a class on an ongoing basis at an off-campus location, that location is considered an additional location if 50% or more of an educational program can be earned through a combination of hybrid and traditional face-to-face classes at that location. Institutions must carefully monitor the course offerings provided at a given off campus location to ensure that they are aware of any circumstances where the offerings may be approaching the 50% level.

## **Procedures**

The establishment or relocation of a branch campus or additional location will be considered a substantive change to be processed in accord with the Policy on Substantive and Non-Substantive Change. A change of physical location for an established branch campus or additional location is considered a relocation. An institution is required, prior to implementation, to submit for Commission on

Accreditation (COA) approval a comprehensive written proposal addressing the location's compliance with the Standards for Accreditation and the Policy on Alternative Academic Patterns. Appropriate documents should specify organizational and administrative relationships between the branch campus or additional location and the parent institution. A site visit is required within six months of implementation of a new or relocated branch campus or additional location. This procedure must be followed for all branch campuses; the procedure must be followed for all other additional locations unless a pre-approval waiver (see section below) has been granted.

Institutions operating a branch campus or additional location will be responsible to maintain evidence that the quality of education at the branch campus or additional location is maintained through:

- a. Clearly identified academic control
- b. Regular evaluation of the branch campus or additional location
- c. Adequate qualified faculty, facilities, resources, and academic and student support systems
- d. Financial stability
- e. Long-range planning for sustainability or expansion

Discontinuation of a branch campus or an additional location where 100% of a degree program may be earned is a substantive change to be processed in accord with the Policy on Substantive and Non-Substantive Change, and requires submission of a teach-out plan for affected students (see the Policy on Teach-Out Plans).

### **Pre-Approval Waivers for Additional Locations**

The COA may, under certain conditions, waive an institution's pre-approval requirements relative to establishing or relocating an additional location where the institution has previously hosted successful site visits to at least three additional locations. In general, such a waiver is granted on the basis of the COA's review of evidence that the institution has established a system to assure quality across a distributed enterprise.

Pre-approval waivers are not automatic, and the institution cannot initiate additional locations under a pre-approval waiver until a substantive change proposal seeking pre-approval waiver status has been submitted, and the COA has approved the request for pre-approval waiver status.

Once a pre-approval waiver has been granted, the institution must submit evidence of the following for each additional location when subsequently locations are added under the pre-approval waiver:

- a. Clearly identified academic control relative to additional locations;
- b. A system of data collection and regular evaluation to ensure comparability of educational quality at all additional locations;
- c. Written policies, criteria, and monitoring data to ensure adequate qualified faculty, facilities, resources, and academic and student support systems for all additional locations;
- d. Fiscal strength and financial stability as reflected in the institution's composite Financial Stability Factor score; and
- e. Comprehensive long-range planning for maintenance and expansion of additional locations.

Pre-approval waivers relative to additional locations will be reviewed by the COA at least every five years. At the time of the five-year review, site visits to a representative sample of not less than 25% of additional locations operated under the waiver will be required. Pre-approval waivers will be suspended in cases where an institution undergoes a change in ownership resulting in a change in control, unless and until such time as the COA re-determines that the institution continues to meet the conditions for the pre-approval of additional locations.

Preapproval waivers are not applicable to additional locations under the following circumstances:

- a. a new degree program is offered
- b. state/provincial boundaries are crossed
- c. establishment of the additional location requires the development of substantial new faculty and learning resources
- d. the ownership of the institution changes
- e. the institution acquires an institution, program, or location of another institution
- f. the institution adds a permanent location at a site where it is conducting a "teach-out" for students of another institution that ceased operating before all students completed their program of study

Institutions that are not eligible for a pre-approval waiver or do not seek a pre-approval waiver (substantive change), must host a site visit within six months of establishment of any new additional location.

Institutions that have a pre-approval waiver and establish five or more additional locations in a single academic year (July-June) must host a site visit to a representative

sample of 25% of these additional locations within six months of the establishment of the fifth additional location.

## **Site Visits**

The purpose of a site visit for a branch campus or additional location is to ensure that the educational program(s) offered and credential(s) awarded at the site are: well designed and consonant with the institution's mission and scope; properly authorized and validated by internal and external governing entities; adequately supported by financial, human, educational support, and facility resources; and adequately controlled and supervised by administrative oversight of the parent campus. The visit should also verify that the branch campus or additional location does not compromise the institution's stability and resources.

Normally, ABHE visits to branch campuses or additional locations will be made by one representative of the COA staff who spends no more than one day at the site. For a site with limited offerings, the visit may last only two or three hours. Regardless of the length of the visit, the institution should prepare written answers to the following questions for the evaluator to review in preparation for the visit:

1. If the site is being reviewed because of a substantive change, to what extent are the facilities, resources (human, financial, physical, technological), and services consistent with the information in the approved Substantive Change Request? Discuss any changes since implementation from the plan described in the Substantive Change Request. If the review of this branch campus/additional location is part of a reaffirmation cycle rather than a new location, how have the facilities, resources, and services changed since the location was last reviewed?
2. Are there any courses or programs offered at the branch campus/additional location that are not available on the main campus? If yes, discuss how these are congruent with the mission of the institution.
3. What are the current financial, human, facility, and technological resources that support the additional location? Have any of these changed since the approved Substantive Change Request or last review? Describe how these are adequate to support the current offerings at the branch campus/additional location.
4. Describe the current library and learning resources available to students taking courses at this location. How are these adequate for the educational offerings delivered through this location?

5. Discuss and provide evidence that the additional location is adequately supervised by the main campus as well as appropriately administrated by the personnel at the branch campus/additional location.
6. Provide a complete faculty roster documenting the courses that were taught at the branch campus/additional location since its inception (or in the past three years, if a reaffirmation visit), the instructor teaching each course, and the documented expertise the faculty member has in the area of course content. Discuss and provide evidence that any faculty members qualified by means other than an academic credential have the appropriate expertise for the subjects they teach.
7. Describe the student services currently provided to students taking classes at this location.
8. Discuss and provide evidence that the additional location/branch campus is properly and currently authorized to operate in this location and offer the credentials that the institution makes available to students through this location.

## **The Report**

Following a site visit, the COA representative is expected to prepare a brief written report outlining his or her findings with respect to the above questions. The report will be shared with both the institution and the COA. Upon receipt of the report, the institution will have opportunity to issue a response outlining its concerns with or any needed corrections to the report.

## **Commission on Accreditation Review**

At its regular meetings, the COA will review reports and related responses of visits made to additional locations or branch campuses by COA representatives. Following each meeting, institutions will be notified of any special COA concerns based on visit findings. The notification process will follow the same procedures employed for notifying an institution of any COA action. The site visit report, the institution's response, and the record of any COA action taken relative to the report will become part of the institution's permanent file.

## **Procedures for Branch Campus and Additional Location Visits During an Accreditation Cycle**

ABHE will conduct site visits to all branch campuses and a representative sample of at least 25% of an institution's additional locations during an accreditation cycle. Only visits completed during the 36 months preceding COA's review of the institution for candidacy, initial accreditation, or reaffirmation of accreditation may be considered in the representative sample. The following procedure will be applied to ensure a mechanism for implementation of this policy.

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- The COA Director will identify a representative sample of at least 25% of each institution's additional locations based on the number of locations and nature of programs offered, and specify locations to be visited.
- Once a visiting team chair has been identified, the COA Director will confer with the chair to determine whether an evaluation team member or COA staff member should conduct the branch campus and additional location site visit(s).
- The COA Director will notify the institution of the required visit(s), location(s) to be visited, and assigned evaluator(s). The institution and evaluator(s) will schedule a mutually agreed date and time for the visit(s). The institution will be sent a copy of the COA's questions for branch campus and additional location visits (above) by the COA Director.
- If the evaluation is conducted by an evaluation team member and prior to submission of the evaluation team report, the report on the branch campus/additional location may be folded into the evaluation team report; otherwise, a separate report will be prepared for COA review.

Adopted February 2008; Revised April 2014, February 2015, PROPOSED June 2018