**The institution’s admissions policies and processes are:**

1. Published;

2. Clearly stated;

3. Consistently communicated to student

4. Made available to students prior to enrollment; and,

5. Any changes to these publications are communicated in a timely manner.

**(Criteria 1 to 5: Catalog page 9 through 11)**

6. For all students admitted to Vocational English-As-A –Second Language program, the institution utilizes written admissions procedures that comply with the policies established by the Commission

N/A

7-The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

The institution has a clearly defined policy on the transfer of students between programs within the institution and the transfer of the students from other institutions. The Transfer Credit policy is published in the School Catalog.

**(Catalog page 13)**

8. The institution clearly defines and publishes a policy on the transfer of credit that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.

Florida Vocational Institute clearly defines and published a policy on the transfer of credit that includes a statement of the criterial established by the institution regarding the transfer of credit earned at another institution. The Transfer of Credit policy is published in the School Catalog which is provided to the student prior to enrolling and is available on the Consumer Information section of the school’s official website for any prospective student to review prior to contacting the institution.

The institution reserves the right to accept or deny transferring clock hours received from another school. The granting of credit for prior education or exams cannot exceed twenty-five percent (25%) of any program. Programs and tuition will be adjusted according to the number of clock hours accepted by Florida Vocational Institute.

For the Web Application Development Engineer program, there is *one* articulation agreement in place with the CS50x program hosted by Miami Dade College’s Idea Center.

The IT Security and Cloud Professional Engineer program accepts no transfer credits from other institutions.

**(Catalog page 13)**

9. Admissions requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The institutions outcomes (Retention/Graduation) support the admissions requirements of the school. In each category, the school has met the performance criteria of COE. This data is based on the traditionally delivered programs. Because the On-Line programs are relatively new; those programs have had no graduates to date. Admissions requirements are reviewed by the PAC members and any revisions that may come from the reviews, would be considered if appropriate.

**(Retention/graduation records) (DiamondD)**

10. For all students admitted into Associate Degree Programs have a high school diploma or its equivalent.

**N/A**

**An institution that admits students by exception to its standard admission policies must:**

11. Have written admission policies and procedures;

12. Apply them uniformly;

13. Provide documented evidence on how they are used;

14. Maintain records on student progress

15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Applicants must possess a high school diploma or a GED to be admitted for all diploma Title IV eligible programs. Only if an applicant meets the Title IV Ability to Benefit “grandfathered test” may an applicant be admitted after passing the Wonderlic ATB test.

The institution on a rare occasion has admits students by exception to its standard admission policies however in the few instances where exceptions have been made, there are clearly stated admission policies and procedures which are applied uniformly. There are less than a five students who have been admitted under this exception.

The institution has documented evidence on how they are used and maintain records on student progress for those that have been admitted.

Once the student is admitted to by exception a follow-up protocol will be followed to evaluate the academic progress of the student. This protocol dictates that the Program Director will meet with the instructor and the student to assess the student’s progress before the end of each course. After this meeting is held, an *ATB Progress Report* form must be completed and filed. If the Program Director and instructor determine that the student is failing to attain the required learning objectives, tutoring services may be offered at the program director’s discretion or the student may be asked to withdraw.

Documented evidence of how these policies and procedures including the results of both ATB and SLE tests are maintained electronically and evaluated at least annually to determine their effectiveness.

**(Catalog page 9 through 10, record of ATB student progress form, PAC meeting)**

16. The institution ensures that recruiting activities are ethical and that all material used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirement of each program.

The Marketing department, in conjunction with the Admissions department, and administration, develop recruiting material that are ethical and accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. Primary materials used for recruiting include, but are not limited to, FVI Student Catalog/Handbook, brochures for each individual program and multi-media presentations, newspaper, television and radio advertising, FVI website, and various promotional items. The school maintains a Consumer Information section on its school’s official website where all program outcomes are published as required by state and federal regulations.

**(Screenshot containing samples of the material used, catalog, brochures)**

**17. Prior to admission, students are informed of the costs, equipment, services, time and technical competencies. If any, required by the program, including if applicable, personal data, collection and charges associated with verification of student identity.**

The Admissions training process referred to as the LIFTOFF process, assures that admissions personnel are thoroughly versed in all of the program requirements and administrative processes associated with the admissions function and student responsibilities. The State of Florida requires a written training plan for all admissions representatives. In addition, our program disclosures, which may be found on our website, include the costs of all programs of study. At the end of the LIFTOFF admissions process, the student visits the Financial Planning Office, at which time a budget sheet is completed and signed by the student. All costs, payment plans, and monthly payment obligations are clearly stated on the budget sheet document.

, **(Admission Package, Liftoff process, budget sheet document)**

**18. Orientation to technology is provided and technical support is available to students.**

The On-boarding faculty training process addresses numerous Best Practices and responsibilities to include the use of technology associated with the educational processes. This includes how faculty members may obtain additional support for students via a contracted IT person.

All our online instructors are adequately trained in the management of our online platform, Adobe Connect. Our instructors are able to do basic troubleshooting and walk the students through the process of connecting and receiving lessons online.

In the allied health programs, instruction is delivered using a distance learning platform named Evolve, and our instructors are also trained and able to troubleshoot issues with this platform.

There is an area of opportunity for improvement in this regard. As the online enrollment continues to grow, it would be very beneficial for the institution to have a full-time employee who is responsible for technical support for online programs.

**(Onboarding process including: Online training handout, Elsevier help section, LRC plan )**

**19. For all coursework delivered via distance education: the institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completed the program and receives academic credit.**

Currently the institution does not offer a fully online distance education program although the IT program is approved to be offered 100% via distance education. All accepted applicants are local and therefore must complete a campus tour before a student is eligible to enroll. Distance Education students must present valid photo identification, attend an onsite orientation and complete a portion of the program on campus in a traditional classroom or lab setting. For the courses that are offered 100% via distance education, part of the online course instructor’s workflow is to periodically enable the students’ webcams and verify that the enrolled student is indeed present and engaged.

**(Orientation sign- in form, orientation slides show, MA online Lesson plan/ syllabi)**

**Programs**

**Occupational educational programs offered by the institution are congruent with:**

1. The governing organization;

2. The mission of the institution; and,

3. The occupational needs of the people served by the institution.

The content of each program focuses on the occupational skills required in the related work environment. The placement data and employer feedback supports the relevance of the institution’s program content. In addition, every program holds periodic program advisory committee meetings where members of the professional community evaluate the suitability of the occupational educational programs to fulfill the institution’s mission.

**(Criteria 1 to 3 : Syllabi, Placement data, PAC meeting)**

**Occupational education program policies are:**

4. Publicly accessible;

5. Non-discriminatory;

6. Consistently applied.

**(CD given to students, Web site address)**

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or

8. Program outcomes.

9. The objectives for each education program are evaluated annually.

**(Criteria 7 to 9: Background check form, drug screen test form, PAC meeting, Faculty meeting minutes)**

**Each occupational education program has:**

10. Clearly stated objectives;

11. Defined content relevant to these objectives and the current needs of business and industry;

12. Assessment of student achievement based on the program objective and content.

**(Criteria 10 to 12: Syllabi/Lesson Plan, Test bank, Catalog page 57 through 64)**

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,

14. That coursework is qualitatively and quantitatively relevant.

**(PAC meeting agenda and minutes)**

15. At least every two years, three bona-fide potential employers review each educational program and recommend:

16. Admission requirements; **(Enrollment package, catalog page 9 to 11)**

17. Program content that is consistent with desired student learning outcomes; **(Lesson Plan/Syllabi)**

18. Program length**; (Catalog pages 69 to 78)**

19. Program objectives; (**Programs breakdown by course)**

20. Competency tests; **(Test bank, SAP report, PAC meeting survey)**

21. Learning activities; **(Lesson plan/syllabi)**

22. Instructional materials; (**Inventory)**

23. Equipment**; (Inventory and Plan)**

24. Method of program evaluation; **(Students surveys, employer verification form, program evaluation package)**

25. Level of skills and or proficiency required for completion; and,

26. Appropriate delivery formats for the subject matter being taught**. (Lesson Plan)**

27. The institution considers the length and the tuition of each program in relation to the documented entry level earning of completers.

**(Placement Record, catalog page 57 to 64)**

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

**(Diamond D, breakdown by course)**

**Associate Degree programs offered must meet the following requirements:**

29. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science or Associate of Occupational Technology is used.

**N/A**

30. The program has minimum of 60 semester hours or 90 quarter hours.

**N/A**

31. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course in the following areas: humanities, behavioral sciences, natural or applied science, and mathematics.

**N/A**

32. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

**(MA online lesson Plan)**

**Each program offered by the institution:**

33. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

**(SOP, catalog, Faculty/staff schedule)**

34-Has appropriate and continuous involvement of on-campus administrators and faculty in planning, approval;

**(Faculty meeting minutes, All campus meeting minutes, Quarterly planning meeting minutes and Campus Operation meeting minutes)**

35. Has varied evaluation methodologies that reflect established professional and practice competencies

**(Test bank, IT portfolio, Laboratory evaluation, End of Course Evaluation, Externship evaluation)**

36. Has measures of achievement of the student learning objectives;

**(SAP report)**

37. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.

**(Enrollment Agreement)**

38. Is described in appropriate catalog, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, and admissions and academic requirements, and information technology requirements; and,

**(Samples of brochures and promotional material)**

39-Provides for timely and meaningful interaction among faculty and students

**(Lesson Plan: Lecture / Laboratory)**

40. A credit hour is equivalent to the minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activity; or one quarter credit for each 10 hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activity.

**(Catalog page 13)**

41. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institutions’ published operational schedule of the program/course.

**(Instructor contact number and email address, Evolve platform, during online seminar)**