



May 16, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Jennifer Hong
Executive Director/Designated Federal Official
National Advisory Committee on Institutional Quality and Integrity (NACIQI)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary King and Ms. Hong:

The Accrediting Council for Independent Colleges and Schools (ACICS) appreciates the opportunity to comment on the letter from multistate attorneys general (April 8, 2016) opposing the Department of Education's re-recognition of the agency. Established in 1912, today ACICS accredits nearly 900 postsecondary institutions educating more than 800,000 students each year. ACICS has deep roots in American higher education and the preparation of a well-skilled, job-ready workforce.¹ As such, ACICS shares the commitment of the attorneys general to the delivery of quality postsecondary education, fully in compliance with both federal and state law and regulation, including state consumer protection statutes.

ACICS regrets that in spite of working collaboratively with many state attorneys general on a variety of inquiries during the past five years, the AGs of 13 states chose to articulate opposition to the recognition of ACICS.² This letter is intended to address their concerns and, in so doing, place matters back in appropriate context and proper perspective.

¹ In 2015, over 140,000 students received awards from ACICS accredited schools and 88,574 were placed in jobs in their fields of study. An additional 19,143 were ineligible to be placed for various reasons, including health and continuing education.

² Attorneys general from 35 states plus Puerto Rico, home to more than 80 percent of ACICS accredited institutions--did not sign the April 8 letter.

ACICS and its member institutions respectfully disagree with the AG's basis for the adverse recommendation. In addition, ACICS acknowledges the value of continuous process improvement informed by a variety of empirical evidence, including that which is offered by state consumer protection experts. At its best, ACICS accreditation is a dynamic, multifaceted process, reflecting the myriad current day challenges impacting the nation's colleges and universities. ACICS stands ready and willing to engage in constructive dialogue with any parties committed to advancing the efficacy of accreditation, the interests of students, and the quality and integrity of higher education.

In their letter, the state attorneys general indicate that they have reviewed the Criteria for the Recognition of Accrediting Agencies, including §§ 602.16(a)(1)(i), 602.19(a) & (b), and 602.20(a). While this is no doubt the case, there is nothing to suggest that their review process included any consideration of ACICS' compliance activity itself. Nor have they requested any information regarding ACICS' documented fulfillment of these ED requirements. ACICS accreditation is thorough, complete and richly detailed, meeting Department of Education requirements and incorporating the Department's recognition guidance.

Referencing ED's recognition criteria cited by the attorneys general, ACICS offers the following to explain the agency's actual, verifiable level of recognition worthiness:

602.16(a)(1)(i) requires that the agency has standards sufficiently rigorous to establish itself as a reliable authority regarding the quality of education or training its member institutions provide. The criteria seek to verify standards effectiveness through student achievement outcomes, including program completion, state licensure examinations and job placement rates.

ACICS defines educational quality in terms of student achievement and complies with the Department's 602.16 criterion through an institutional review process that:

- Requires regular and intense reporting, program analysis and oversight;
- Identifies institution and program shortcomings and makes recommendations for improvement;
- Verifies that institutions remediate problems and deficiencies found in accreditation reviews in a timely manner;
- Sets minimum thresholds for acceptable performance regarding retention, placement and licensure pass rates;

- Requires that the thresholds are met or exceeded and imposes sanctions on subpar performance.

Data integrity is integral to the ACICS accreditation process. To assure that the information from institutions is accurate and reliable; ACICS gathers and evaluates input from a variety of sources, including annual campus accountability reports, evaluator site visits, student and faculty complaints and other sources.

Data reported by the institutions are subjected to a series of integrity checks. The ACICS information technology platform, for instance, compiles and calculates preliminary performance rates based on self-reported data whose integrity is tested during the initial submittal process.

On-site peer evaluators perform additional reviews of the performance data itself as well as Campus Effectiveness Plans. ACICS independent evaluators made nearly 1,000 site visits between 2011 and 2015. This review process is conducted by seasoned instructors, school administrators and other postsecondary experts, further assuring that institutions are appropriately gathering and analyzing data and using the results of such analyses for steps which advance educational effectiveness and student performance. Site evaluators summarize their findings in written reports, made available to both the institutions and the Council. These reports offer both guidance to the schools and form the basis for subsequent action, if necessary.

With respect to placement, ACICS has added new rigor to its data verification activities with its Placement Verification Program (PVP). Through PVP, ACICS verifies that placement data submitted by institutions is accurate by performing independent outreach to students and employers, on a random sample basis.

The ACICS accreditation process also involves rigorous enforcement. Those institutions producing substandard student achievement results must submit improvement plans. Plan deficiencies or the inability of an institution to take corrective action may result in deferral of an accreditation determination, a finding of non-compliance or a show cause directive.

ACICS has taken strong action to enforce member institution compliance with its student achievement standards. In the five years between 2011 and 2015, we have:

- Placed more than 550 campuses on heightened monitoring for student achievement;
- Taken 905 deferral actions;
- Issued 106 show cause directives or placed campuses on probation;

- Revoked grants of accreditation 41 times;
- Issued 10 denials of accreditation.

The opinion of the 13 attorneys general notwithstanding, the empirical record indicates that ACICS has the processes, enforcement regimes and track record necessary not only to act as a reliable authority but also to vouchsafe member institution compliance with our rigorous performance standards well into the future.

602.19(a) requires that accreditors have and maintain written policies and procedures for re-evaluating institutions and programs for continued accreditation as well as regular timelines for doing so.

ACICS policies and practices for re-evaluating member institutions are clearly stated in the *ACICS Accreditation Criteria* (publicly available at www.acics.org.) As the Criteria make clear, ACICS grants of accreditation may be rendered for periods of one to six years. Numerous circumstances affect the actual award period, however. Initial grants to new applicants are usually limited to three years. Institutions that are the subject of heightened monitoring may be granted an award of no more than four years. Institutions that have lost Title IV funding or are being monitored for cohort default rate compliance are in grave danger of losing accreditation. All grants of accreditation are time-bound, not perpetual, and are extended by ACICS only after a comprehensive review that includes an on-site visit by a full team of peer evaluators and quality assurance experts.

602.19(b) requires that accrediting agencies have and apply a set of monitoring and evaluation practices sufficient to assure compliance with standards as well as institution and program strength and stability.

ACICS accreditation takes place on a recurring basis. This means institutions receiving an initial grant of accreditation have no guarantee that they will receive subsequent grants of accreditation. Rather, they must prove their accreditation worthiness on a regular basis. The process is intentionally rigorous and time-consuming, requiring applicant institutions to engage in both substantial self-evaluation and to submit to detailed third-party questioning, review and oversight.

In addition to this formal process of accreditation evaluation, our accredited member institutions are also monitored between regular review cycles through submission of Annual Campus Accountability Reports, Annual Financial Reports and related sources of reliable information. ACICS reviews tests these submissions for a series of issues, including those related to financial stability, student achievement, student indebtedness, substantive changes, excessive growth, adverse information and complaints.

ACICS enforces interim standards compliance in a variety of ways, including:

- Campus Accountability Report reviews: Institutions failing to meet performance thresholds for retention, placement or licensure pass rates are required to develop program or campus-level improvement plans. ACICS reviews these for their sufficiency and effectiveness; they must be manifest in writing in the institution's Campus Effectiveness Plans, subject to review by on-site visit evaluation teams. ACICS has reviewed more than 4,400 such reports in the last five years. When the reports demonstrate profound non-compliance with standards, or protracted inability to remedy deficiencies, the institutions have been subject to enforcement actions including compliance warnings and show-cause directives.
- Annual Financial Report reviews: Institutions experiencing undue financial risk may be required to submit financial improvement plans and to make quarterly financial reports on their status. Cohort default rates exceeding federal standards are considered an indicator of financial risk, triggering additional monitoring and reporting by the institution. ACICS member institutions have been placed on heightened monitoring for financial stability status more than 250 times between 2011 and 2015;
- Complaint and adverse action reviews: ACICS regularly and routinely reviews complaints and adverse information from reliable parties, including government agencies, students, faculty, administrative staff and the news media. Between 2011 and 2014, ACICS reviewed more than 1,000 complaints. For complaints and adverse information deemed sufficiently serious, ACICS prescribes in writing to the institutions what is required for their written response. Always, the information requested must directly relate to the published ACICS standards and requirements. ACICS has pursued 175 adverse cases in the past five years, with the number of such cases increasing from 11 in 2012 to 66 in 2015. Adverse action reviews and correspondence form an important element of the assessments of the applicant institution's quality and integrity;

- Extreme risk actions: In certain situations, an institution may be deemed an extreme risk by virtue of financial difficulty or performance shortfall. Special site visits may be used to assess the extent of problems presented and follow-up actions needed. ACICS may require the institution to submit a plan for continuation and completion of students enrolled. Institutions failing to provide for students in this manner face additional sanctions, including the debarment of its executive team. Debarment of school officials has been ordered several times in the past five years; other debarment actions against leaders of large, multi-campus publically traded colleges and schools are pending before the Council.

Clearly, ACICS has established mechanisms to assure that its grants of accreditation are based on substantive reviews of detailed information from multiple sources and remain in force only to the extent that institutions continue to comply with rigorous standards that are designed and applied to colleges and schools offering programs intended to prepare students for employment in professional, technical and occupational fields.

602.20(a) requires that institutions not in compliance with performance standards be brought into compliance, either through immediate adverse action brought by the accrediting agency or through a compliance timetable pegged to program length.

The ACICS accreditation process, based on data gathering and analysis practices previously described, is designed to identify, assess and forcefully respond to deviations from compliance with standards within specified timeframes. A remedial action escalation regime, clearly documented in the ACICS Criteria, spells out the steps that lead to enforcement action.

ACICS review takes into account multiple factors protecting the interests of institutions and students alike, including the severity of the deficiencies, the likelihood that the institution can remedy the deficiency, and the prescribed maximum timeframe for taking corrective action.

Sound judgement is key to effective oversight. ACICS draws on inputs gathered from institutional reporting sources, on-site evaluations, third-party referrals (if any) and the institution's own response to ACICS findings and concerns regarding its perceived subpar performance. Immediate adverse actions may include denial, withdrawal, suspension or revocation of accreditation. Interim action steps include deferral of a decision based on the need

for additional information, heightened monitoring, a compliance warning, or a show cause directive.

While state attorneys general have articulated an alternative perspective, ACICS is fully capable of acting to correct, sanction or prescribe remedies for institutions failing to uphold its performance standards. Over the last five years, it has demonstrated this capability with more than 2,000 individual enforcement actions.

Interpretations of College Scorecard Data

The state attorneys general make other criticisms which merit response. Pointing to an analysis derived from data included in the College Scorecard, the state attorneys general suggest ACICS is not worthy of recognition based on graduation rates at member institutions, the rates at which students from the colleges and schools default on student loans, and the rates at which they pay down principle – not interest – on student loans.

The attorneys general do not acknowledge that statistics may distort the performance of higher education institutions, particularly when looking across all education sectors. This often happens because terms are imprecise and units of comparison vary widely. Using data that only includes “first time, full time” students or fall enrollment rather than year-round enrollments distorts the results. The analysis fails to acknowledge that many career college students return to postsecondary education following an unsuccessful initial attempt at community college or transfer from one school to another as their personal circumstances change. Many are also independent working adults, making it more likely that they will attend year round rather than participate in traditional fall enrollment programs.

Graduation itself must be interpreted in its proper context. Just as inner city students in many major metropolitan areas do not graduate high school at the same rate as their more affluent suburban peers, students attending career colleges do not graduate at the same rates as those attending competitive admissions colleges and universities. While both cohorts are students and have the potential to graduate, the career college student is far more likely to be an at-risk student, an individual with fewer financial resources, greater life challenges, less prior academic preparation and, because life events are more likely to intrude the longer a program lasts, a reduced likelihood of graduating. ACICS accredits a significant percentage of degree-granting

institutions whose enrollment intervals are longer than those of community colleges, for example.³

A rush to judgement on graduation rates misses the important connection between inputs and outputs—a connection that is compelling. The Advisory Committee on Student Financial Assistance, for instance, considered the impact on graduation rates of institutions serving a high percentage of Pell grant recipients. The committee noted in its policy bulletin, “...raw measures of college output, such as rates of graduation and academic progress, must be adjusted to reflect differences in factors that determine those rates – inputs such as college mission, student characteristics, and other constraints. Failing to account for inputs when measuring and evaluating college performance unfairly penalizes colleges that are efficiently serving large numbers of low-income students...”⁴

Numerous outcome measures, including graduation rates, can be used to assess institutional performance. None should be used in isolation. Clearly, graduation rates as a major determinant of performance quality have significant shortcomings. ACICS does not use graduation rates in its own performance standards because the “first-time, full-time” basis for this data does not reflect the multiplicity of experiences faced by non-traditional students. Moreover, graduation rates do not capture the importance of academic progression in the lives of at-risk students. Nor do they reflect the value of education delivered short of achieving the academic award itself. For these reasons, ACICS have long adopted a metric quantifying retention rather than graduation, which is more comprehensive and portrays a truer picture of institutional performance. At the same time, however, ACICS acknowledges the public’s interest in graduation as an outcome measure; ACICS is reconsidering the use of this metric as an element of institutional effectiveness and accountability.

The connection between student population served and default rate is underscored by the FY 2012 Cohort Default rate data. In what must be considered the most relevant “apples to apples” comparison of non-traditional student populations, public school students attending lower cost

³ Roughly one-third of the over 640,000 students at ACICS accredited schools in 2014 were seeking a four-year credential. An analysis of ED performance data indicates other national accrediting agencies accredit few or no four-year schools. ACCET accredits none. COE accredits a single school. Comparing the graduation rates of substantially dissimilar accreditors produces misleading results and conclusions about relative performance not substantiated by facts.

⁴ Measure Twice. The Impact on Graduation Rates of Serving Pell Grant Recipients. A Policy Bulletin for HEA Reauthorization, Advisory Committee on Student Financial Assistance, July 2013.

two- to three-year programs actually exceed the default rates of proprietary school students attending programs of the same length (19.1% vs. 17.7%).⁵

An analysis of ED performance data shows that ACICS accredited school populations default at a rate of 19 percent, 11 percent below the federal government's maximum threshold. ACICS is committed to working with member institutions to better educate students about responsible borrowing, budgeting and debt repayment; likewise, ACICS has incorporated compliance with the federal government's student loan default rates in the institutional performance standards. Institutions approaching the threshold must submit a Default Improvement Plan for ACICS' review and approval.

While we share the attorneys general's concerns that 60 percent of students in default have not repaid a single dollar of principal, we respectfully remind ED that the overwhelming majority of students at ACICS accredited institutions are not in default and are repaying their loans. In doing so, these borrowers support the government's wise decision to make federal student aid the policy lever for expanding college accessibility, growing a competitive workforce, and creating more widely shared income equality.

Reflections on the Demise of Corinthian Colleges, Inc.

The attorneys general found fault in ACICS accreditation of colleges operated by Corinthian Colleges (CCi). ACICS accredited 60 Everest College and Everest Institute-branded schools. CCi schools were also accredited by three other agencies (Heald Colleges were accredited by the Western Association of Schools and Colleges; certain Everest Colleges were accredited by the Higher Learning Commission; still other CCi-branded schools were accredited by the Accrediting Commission of Career Schools and Colleges).

The state attorneys general deemed CCi degrees of "little value," without offering a substantiation. Multiple teams of ACICS evaluators talking directly to CCi students and their employers found otherwise. Moreover, career colleges depend on word of mouth to attract students and grow programs. In the age of social media, it's hard to imagine a circumstance in which a large number of students who received awards of little value did not share their negative opinions and experiences about the school with others.

⁵ <http://www2.ed.gov/offices/OSFAP/defaultmanagement/schooltyperates.pdf>

While CCI may have been the target of numerous state and federal investigations, ACICS is not aware of any investigations which led to civil or criminal trials, convictions, let alone an adverse judicial ruling. Notwithstanding the fact that ACICS continued to accredit several CCI schools up until the time the parent company ceased operations, two factors are offered for consideration:

- CCI failed in part because of its breach of ED regulations regarding performance disclosures for an institution accredited by an agency other than ACICS, a matter which does not fall within the purview of ACICS;
- The claim that ACICS took no action in response to consumer protection issues or to otherwise assure the quality and integrity of education provided at CCI owned schools is not supported by the historical record.

Once the financial capacity of CCI was disclosed, ED took the lead in actively monitoring the company's fiscal position. ED imposed cash flow restrictions that contributed to the decision by CCI's leadership to file for bankruptcy and cease operations. While ACICS had no role in imposing the restrictions on CCI, ACICS cooperated closely with federal and state authorities during the transitional monitoring period, working to assure the company's on-going compliance with ACICS financial and operating standards and measures.⁶

Beginning in June, 2013, ACICS remained closely attuned to the progress of federal and state investigations into CCI's marketing and recruitment practices. With regards to the Securities and Exchange Commission (SEC), ACICS made six separate inquiries to CCI regarding the on-going investigation. ACICS had no access to evidence upon which the SEC based its securities law investigations and, as a result, took no action against Everest schools for alleged violations of security law.

In addition to inquiries involving adverse information, ACICS pursued an active and substantive review of CCI's operational and financial practices to assure on-going compliance with accreditation standards. Between 2012 and 2014, ACICS conducted at least one full site review of 60 ACICS-accredited CCI campuses, a total of 122 visits in all. ACICS evaluators conducted interviews, reviewed documents and made direct observations, posing hundreds of questions to students, teachers and administrators during this process. This effort found 31 deficiencies at 22 campuses, including instructor qualifications, excessive teaching loads, admissions policies, and

⁶ Between July 2014 and February 2015, ACICS required CCI to provide quarterly financial statements for our review and shared this information regularly with our state and federal oversight partners.

the quality and type of instructional material and equipment. Almost all of these citations were remedied to the satisfaction of ACICS peer reviewers in a reasonable timeframe.

The review of Westwood Colleges

The attorneys general argue that ACICS failed to verify job placement data for Westwood Colleges or even commit to formally outline the ACICS verification process in an affidavit. ACICS verifies placement data as part of its new grant review process. This can take place between two- and six-year intervals, depending on the length of the institution's grant of accreditation.

In 2010 and again in 2013, ACICS received a civil investigation demand from the office of the Illinois Attorney General concerning Westwood Colleges operating in that state and Westwood College Online. In addition to fully supporting the attorney general's information demand, ACICS also properly performed its oversight responsibilities concerning the integrity of Westwood College placement data. The record shows that in 2013 ACICS conducted a site visit at the Westwood College Chicago Loop campus. During that visit, evaluators reviewed the school's placement data. As a result, ACICS cited and deferred the institution twice when the agency was unable to verify data Westwood reported in its annual Campus Accountability Report. After substantial scrutiny, the campus was eventually able to satisfy ACICS' concerns, clear the citation and receive a grant of accreditation.⁷

The attorneys general cite the litigation of various states with Education Management Company (EDMC), ITT Tech, Daymar College, National College and Career Education Corporation as examples of the agency's failure to identify compliance problems, apply ACICS enforcement standards, assure data integrity or impose sanctions for misconduct.

⁷ As noted earlier, ACICS has fortified its approach to the integrity of placement data with its Placement Verification Program. Over the course of the next few years, all ACICS member institutions will have gone through this random verification of placement data program.

ITT Tech Institutes

In the matter of ITT Tech business practices involving litigation brought by the Consumer Financial Protection Bureau and the states of Massachusetts and New Mexico as well as investigations by several other states, the attorneys general letter offers no specific criticism of ACICS or its accreditation of this multi-campus institution.

To the extent that the letter raises implicit questions, however, the record shows that ACICS has been actively engaged in oversight of ITT and in the collection of information on which to base accreditation determinations. A July 2015 letter requires ITT Tech to provide status information on pending lawsuits, investigations and other matters with the potential to adversely impact its students and schools. The letter raises ACICS' concerns about ITT Tech's lending practices, financial stability and related issues. A similar letter in 2016 from ACICS to ITT Tech inquires about adverse information in the areas of instruction resources, satisfactory academic progress, transfer of credit, counseling and guidance, admissions and recruitment and financial condition.

ACICS financial analysts receive and review, every two weeks, copies of current cash flow information provided by ITT Tech to the U.S. Department of Education. In addition, ACICS has required ITT Tech to provide recurring quarterly financial statements and annual audited financial statements for purposes of accreditation review.

ACICS has required, and ITT Tech has provided, volumes of information regarding alleged deficiencies in education quality and program integrity during the past several years. ACICS has placed this institution on heightened monitoring, and it is now operating under a show cause directive. ITT Tech executives will appear at the August 2016 meeting of ACICS to explain why the institution's grant of accreditation should not be conditioned.

National College

In the matter of National College advertising false job placement rates, ACICS acknowledges the confusion between the school's use of the phrase "employment rates" with the phrase "job placement rates," which are an outcome metric factoring into accreditation determinations. ACICS assumes National College used the employment rate phrase as an attempt to provide students and prospective students with useful information about hiring trends in various

occupations. The accreditation job placement rates for National College are within the ACICS minimum threshold and have not been the basis for corrective action or program sanction.

Career Education Corporation

In the matter of Career Education Corporation's Sanford-Brown schools misrepresenting placement rates in New York and other states, ACICS conducted a lengthy inquiry triggered by concerns regarding the accuracy and reliability of placement rates reported in Career Education Corporation (CEC) campus accountability reports. Based on the concerns, ACICS issued show cause directives to 34 Sanford-Brown campuses (including two in New York) as well as other CEC campuses in December 2011.

A careful review of placement verification data submitted by CEC and its third-party verification company found four campuses reporting adjusted placement rates at or below ACICS minimum standards. The campuses were placed on probation and required to submit teach-out plans by ACICS.

Also, all CEC campuses were required to adhere to placement sanctions and to fulfill additional requirements, including the submission of Placement Improvement Plans, CAR graduate lists, and an update on placement activities associated with those graduates; and attendance at an ACICS placement workshop or placement consultation. Adverse actions included notification to the U.S. Secretary of Education, appropriate state regulatory agencies, other appropriate accrediting bodies, current and prospective students at the four campuses placed on probation, and the public.

ACICS remained actively involved in monitoring CEC and pursuing adverse information. The agency required additional information from the company on open state investigations and the show cause directive issued by the Accrediting Commission of Career Schools and Colleges for 10 CEC campuses.

Contrary to assertions regarding oversight of CEC, ACICS took numerous actions intended to assure institutional understanding of and compliance with our standards and to sanction schools failing to meet minimum thresholds.

Other observations and comments

Several other schools accredited by ACICS and subject to investigations by state attorneys general settled the issues without judicial findings of wrongdoing or violation of law. Those include Westwood Colleges Inc., Daymar Colleges, EDMC and Lincoln Technical Institutes. Financial considerations were included as part of the settlements. ACICS understands that litigants often settle cases to avoid the costs of prolonged litigation, to limit harm to business reputation or for other reasons unrelated to admissions of wrong doing.

Such settlements take place between the school and the state, and the fruits of discovery are not shared with the accreditor. This practice keeps potentially pertinent school performance information from the accrediting body, prevents the imposition of sanctions based on such information, and hinders the ability of the accreditor to evolve its own practices based on the state's investigative findings.

Collaboration with consumer protection authorities

ACICS has performed at a high level and with the requisite standards to assure education quality and integrity. ACICS requires institutions to be in compliance with federal, state and local laws, and takes claims of potential violations of laws by member institutions seriously. ACICS has cooperated fully in the discovery phase of multiple inquiries and investigations of accredited institutions made by state and federal authorities.

To summarize:

- Between September 2011 and February 2016, ACICS responded to 28 requests for information from State Attorney's General;
- Spent more than 800 hours to collect and provided nearly 500,000 pages in response to AG requests;
- Responded to 12 investigate demands for information from federal agencies, including the Federal Trade Commission, the Department of Education, Department of Justice, Securities and Exchange Commission, and the Department of Homeland Security;
- Spent more than 450 hours collecting information to fulfill federal agency requests; and
- Provided federal agencies with more than 440,000 pages of information.

Board ethics, conflicts of interest, recusal and related safeguards

The attorneys general allege that ACICS Board Members and Commissioners (those elected to the ACICS board also serve on the Accreditation Council) served while experiencing conflicts of interest because of adverse information regarding their employers. Before serving as an ACICS Commissioner, the individual is required to participate in training regarding the avoidance of conflicts of interest, and to sign a statement committing to meeting or exceeding ACICS' Standards of Ethical Responsibility, which provide clear requirements to avoid even the appearance of impropriety, partiality, and actual or potential conflict of interest.

ACICS has established risk management protocols to ensure any appearance or actual conflict of interest is disclosed, reviewed and eliminated from the evaluation, policymaking and decision-making processes. If it is determined that a commissioner has violated one of the standards, that individual may be removed by a vote of the full Council. In all instances where a violation is found, the Council is required to take such action as necessary in order to maintain the integrity of ACICS.

Additionally, ACICS Commissioners must indicate at the beginning of each review cycle any schools with which they may have a conflict of interest. Such disclosures are memorialized in the Council meeting minutes.

While executives from ITT Tech, CCI, and National College did serve on the ACICS Board during a time period when their respective schools were the subject of review, the individuals recused themselves from Council deliberations concerning their schools and likewise abstained from voting.

Two other circumstances help prevent conflicts of interest among ACICS Board Members and arising from their activities on the Accrediting Council. ACICS member institutions are marketplace competitors. In many locations across the country, this competition is keen. Board members would be placing themselves at a competitive disadvantage to turn a blind eye to the unethical behavior of a rival institution. The viability of independent, private sector accreditation depends on ethical behavior, and ACICS Commissioners are aware of this basic fact.

The integrity of ACICS Board and Council action is also protected by the participation of public members. According to ACICS by-laws, at least three members of the ACICS 15-member board must be public representatives. Public representatives may not be employed or be formerly employed by, own, or serve an institution or program that is either accredited by ACICS or has applied for ACICS accreditation. Dr. Lawrence Leak, our current Board Chair is one such public member. Dr. Leak is former Interim Provost and Chief Academic Officer of the University of Maryland University College. Other public members serving on the ACICS Board are Dr. Adriene Hobdy, a higher education professional; Dr. Edward G. Thomas, Professor of Marketing, Emeritus, Cleveland State University; Dr. Ruth Shafer, Lindenwood University Adjunct Professor, Master of Education and Administration Programs, and Dr. Rafael Ramirez-Rivera, Chancellor, Inter American University of Puerto Rico.

Seeking Fact-based review

In spite of representations to the contrary, ACICS' program of accreditation contributes value to the lives of hundreds of thousands of students through deliberate and fact-based accreditation review and decisions. The *facts* as determined by surveys of the actual students acquiring this education are worthy of consideration.

ACICS has conducted a survey of 40 relevant campuses, including four of the school systems under critique, and compiled the anonymous responses of 2,242 students. The survey found:

- 95.5% of respondents said admissions representatives accurately described the enrollment process regarding available courses and programs of study;
- 94.8% of respondents said admissions representatives accurately described the tuition and fees associated with their program of study;
- 95.2% of respondents said the information provided during enrollment was sufficient to make their decision;
- 86.1% of respondents said they did not feel pressured into making an enrollment decision;
- 79.9% of respondents said that overall they were satisfied with the quality of the education and 4.7% said they were not satisfied;

- 76.4% of respondents said they would recommend their institution to others and 5.8% said they would not.

ACICS remains attuned to student complaints and, through continuous refinement of standards and distribution of best practice information, strives to raise the postsecondary education quality and value of its member institutions.

That said, a substantial majority of student attitudes at institutions now under heightened monitoring remain overwhelmingly positive. Such attitudes suggest that a large majority of students at these institutions have received honest and fair treatment and a quality education.

Summary

In voicing concerns about ACICS, the critics have supposed the worst. However, ACICS knows of no episode, event or circumstance where officials or their representatives visited an ACICS accredited school, talked to a typical student at these schools, or witnessed the conduct of ACICS evaluators and staff as the agency undertakes oversight responsibilities.

While some contend that ACICS has been derelict in these responsibilities, the volume of work described in this correspondence demonstrates the opposite. ACICS operates with a comprehensive, publicly available standard and a well-established process for assuring compliance with that standard.

ACICS understands, moreover, that higher education is in a state of great flux, changing to meet the pressures of a new economy. ACICS believes in the ability of career education to improve lives; we also understand that accreditation processes and methods must be willing to change in order to remain effective. ACICS stands ready to work with ED and other stakeholders to assure the on-going effectiveness of our approach. Unsealing lawsuit settlements and sharing the fruits of discovery with accrediting agencies would be a positive step. Doing so would add to the rigor of accreditation oversight, pre-empt school practices of an even faintly ambiguous nature, and decrease complaints, whistle-blower claims, and the need for costly and time-consuming investigations.

ACICS understands that it is the role of officials to protect the public and to pursue claims where a lack of ethical conduct may be at issue. ACICS, however, operates with a strong code of ethical conduct. The agency's bylaws clearly define a process for the avoidance of conflicts of

interest. Critics of accreditation often point to peer review as the point of ethical departure. Peer review is, of course, the standard for oversight in multiple professions, including the legal and medical professions. ACICS knows of no reason why seasoned educators, free of ethical, business and competitive conflicts, are not in the best position to judge the performance of other educators.

ACICS stands by the facts presented here that strongly contradict negative assertions that may be material to ED's re-recognition. Such a decision should be based on facts, not suppositions. Denying re-recognition for unfounded suppositions will harm the tens of thousands of students who attend or who have graduated from ACICS accredited schools, raising unfair and unsubstantiated questions about the value of their education.

ACICS looks forward to working with state governments, the Department of Education and other federal agencies to protect consumers, strengthen postsecondary oversight, and to bridge gaps in the triad that have fomented the public's concern and doubt. While ACICS regrets the negative views expressed by the state attorneys general and wishes they were based on a more complete, objective assessment of the agency's capacity and effectiveness, ACICS commends their commitment to consumers and upholding state statutes. ACICS respects the informed opinions of state attorneys general on matters of consumer protection, and would like to meet with the AG community to directly solicit their policy and process contributions. All previous encounters have been with regard to document production. (See Table I, attached)

ACICS urges ED to consider the fact-based record and consider recognition of ACICS as a reliable authority for assessing the quality of education offered by member institutions and their worthiness to participate in Title IV student financial aid programs.

If you need additional information on any matters raised herein, please contact me at 202.336.6781.

Sincerely,

(b)(6)

Anthony S. Bieda
Executive in Charge

Attachment: Table 1

Table 1:

State AGs Signing Letter to Secretary King and those who have requested documents or other information from ACICS, 2010 to present:

State:	Documents Requested?	Signed letter to John King (April 8, 2016)?
Connecticut	Yes	No
District of Columbia	No	Yes
Florida	Yes	No
Hawaii	No	Yes
Iowa	Yes	Yes
Illinois	Yes	Yes
Kentucky	Yes	Yes
Massachusetts	Yes	Yes
Maine	No	Yes
Maryland	No	Yes
Minnesota	No	Yes
Nebraska	Yes	No
New Jersey	Yes	No
New Mexico	No	Yes
New York	Yes	Yes
North Carolina	Yes	No
Oregon	No	Yes
Washington	No	Yes
West Virginia	Yes	No

Date	From	Document Requests	Completed	Time in hours	# of Pages
2/10/2016	Mr. Glenn Kaplan, Office of the Attorney General - Massachusetts (Insurance & Financial Services Division)	ITT Technical Institute, Lincoln Technical Institute, Salter School, Salter Colleges and Sanford Brown	March 31, 2016	45	30,000
2/24/2015	Mr. Patricio Marquez, Office of the Attorney General - Seattle (Consumer Protection Division)	ITT Technical Institutes (Everett, Seattle and Spokane Valley)	April 23, 2015	45	35,000
10/20/2015	Diana Hooley, Office of the Attorney General - Massachusetts (Insurance & Financial Services Division)	ITT Technical Institutes (Wilmington Boston-North and Norwood Boston-South) Supplemental document request) 2013 & 2014 CAR Reports	Nov. 4, 2015	3	3,000
1/13/2014	Todd Leatherman Office of the Attorney General - Kentucky (Consumer Protection)	ITT Educational Services, Inc. ITT Technical Institutes, Everest College, Everest University. Documents January 2007 to the present (February 2014)	Feb. 3, 2014	50	75,000
2/19/2014	Layne M. Lindebak, Assistant Attorney General Office of the Attorney General - Iowa Department of Justice (Consumer Protection Division)	ITT Technical Institute, Brown Mackie College, Everest University Online	March 20, 2014	16	32,550
4/17/2014	Roger Hines State Investigator, Office of the Attorney General New Jersey (Office of Consumer Protection)	Drake College of Business, Eastwick College, Harris School of Business, Lincoln Technical Institute, Sanford-Brown Institute and the School of Court Reporting	May 1, 2014	38	27,800
7/14/2014	Daniel Russell, Assistant Attorney General, Office of the Attorney General - Nebraska (Consumer Protection Division)	ITT Educational Services, Everest College, and Everest University. Responded to ITT only, currently there are no ACICS accredited institutions within the state of Nebraska.	Aug. 25, 2014	50	75,000
9/15/2014	Carolyn Smith, Office of the Tennessee Attorney General (Consumer Protection & Advocate Division)	ITT Technical Institute	April 3, 2015	24	10,000
10/31/2014	Nancy V. Anger Office of the Arizona Attorney General (Public Advocacy & Civil Rights Division; Consumer Protection & Advocacy Section)	ITT Technical Institutes, Everest College, Everest University. ON HOLD INDEFINITELY (Per Ken Ingram)	ON HOLD INDEFINITELY (Per Ken Ingram)		
11/3/2014	Mr. Jesse Harvey, Office of the Pennsylvania Attorney General (Bureau of Consumer Protection)	ITT Technical Institute, The Art Institute of Philadelphia	February 9, 2015	54	15,000

1/14/2013	Todd Leatherman Office of the Attorney General - Kentucky (Consumer Protection)	Beckfield, Brown-Mackie, Daymar, National College and Spencerian Documents April 2011 to the present (March 2013)	March 19, 2013	75	20,000
4/1/2013	Jennifer Snow, Legal Analyst Office of the Attorney General - Massachusetts (Consumer Protection)	Civil Investigation Demand: ITT Technical Institute, Lincoln Technical Institute & Sanford-Brown College (within state of Massachusetts) Case #13-IFS-011	May 10, 2013	80	90,000
6/4/2013	Colin Callahan Assistant United States Attorney	United States of America vs. EDMC 6/10/2013 -Per Ken Ingram HOLD 7/15/2013 - Per Ken Ingram still on HOLD			
7/11/2013	Monica Brookman Office of the Attorney General - Massachusetts (Insurance & Financial Services Division)	Civil Investigation Demand: Premier Education Group : Branford Hall, Salter College & Salter School. Supplement to request #325 (within state of Massachusetts) Case # 13-IFS- 011	Sept. 4, 2013 Part 1 Sept. 26, 2013 Part 2	5	3,000
9/26/2013	Monica Brookman Office of the Attorney General - Illinois (Consumer Fraud Bureau)	Civil Investigation Demand: Westwood Colleges in the state of Illinois and Westwood College Online	October 18, 2013	12	3,500
2/16/2012	Heather Connolly Office of the Attorney General - West Virginia (Consumer Credit & Protection Act)	National College of Virginia & West Virginia; National College of Kentucky	March 27, 2012	10	3,250
6/11/2012	Michele Casey Office of the Attorney General - Illinois (Consumer Fraud Act)	Everest College, Marionette Park, IL	June 19, 2012	12	2,500
4/29/2011	Todd Leathermann Office of the Attorney General - Kentucky (Consumer Protection) Ms. Della Justice (Assistant AG)	Beckfield, Brown-Mackie, Daymar, National College and Spencerian. Email & written request for additional documents (6/30/2011, 09/02/2011, & 02/22/2011, see below)	June 27, 2011	80	100,000+
6/13/2011	Office of the Attorney General - New York (General Business Law 349 & 350)	International Academy of Design and Technology (Online Program) and Lincoln College On-Line	July 15, 2011	18	20,000
6/20/2011	Todd Leathermann Office of the Attorney General - Kentucky (Consumer Protection) Ms. Della Justice (Assistant AG)	Beckfield, Brown-Mackie, Daymar, National College and Spencerian. Email & US mail request for additional documents (AIR) and backup data	June 30, 2011	40	100,000+

9/2/2011	Todd Leathermann Office of the Attorney General - Kentucky (Consumer Protection) Ms. Della Justice (Assistant AG)	Beckfield, Brown-Mackie, Daymar, National College and Spencerian. Written requests for remaining CAR documents that were awaiting schools submission.	Sept. 12, 2011 (CAR submission date extended to 9/30/2011; documents not available)	4	2,000
9/22/2011	Todd Leathermann Office of the Attorney General - Kentucky (Consumer Protection) Ms. Della Justice (Assistant AG)	Beckfield, Brown-Mackie, Daymar, National College and Spencerian. Email request for remaining CAR documents that were awaiting schools submission.	Sept. 22, 2011 (submission #1) Oct. 17, 2011 (submission #2)	3	500
9/28/2011	Jeanna Mussey Office of the Attorney General - New York (Consumer Fraud & Protection)	Everest University On-Line, Everest Institute, Rochester	Oct. 5, 2011	8	550
12/2/2011	Jeanna Mussey Office of the Attorney General - New York (Consumer Fraud & Protection)	Dated June 10, 2011, however, ACICS or Ken Ingram did not receive. Email request received 12/2/2011. Sanford-Brown Institutes (state of NY) (Melville, New York, White Plains & Garden City)	December 22, 2011	20	4,000
12/27/2011	Michele Casey Office of the Attorney General - Illinois (Consumer Fraud Act)	Sanford-Brown Colleges, International Academy of Design and Technology (within the state of Illinois)	Feb. 6, 2012	28	7,000
9/21/2010	Akeela White Office of the Attorney General - Florida (Consumer Fraud)	Westwood College & College of Office Technology	Nov. 2, 2010	36	9,500
12/21/2010	Office of the Attorney General - Florida (Deceptive and Unfair Trade Practices)	Kaplan University, Everest, Florida Metropolitan, Sanford-Brown Colleges & Institutes	January 28, 2011	55	30,000
Total				811	499,150

Inventory of Tab 1: Subpoena Requests Received by ACICS 2010 - 2016, and Tab 2: other federal Agencies

Date	From	Document Requests	Completed	Time in hours	# of Pages
2/4/2016	Leah Frazier, Federal Trade Commission (CID)	Bariarcliffe College, Brooks Institute; Collins College; Harrington College of Design; International Academy of Design and Technology; Le Cordon Bleu; Sanford-Brown Colleges and Institutes	March 24, 2016 (part 1) April 19, 2016 (part 2)	100	200,000
2/26/2014	Russell Wolff, Office of the General Counsel - Department of Education. Request originally sent Jan. 2014 Problems with CD's request new CD. Copies also sent to Special Agency Scott Wingle	Michigan Jewish Institute	Feb. 27, 2014	90	50,000
6/30/2014	Nicole Ayala, Connecticut Department of Consumer Protection	Brooks Institute, Brown College International Academy of Design & Technology, Le Cordon Bleu (several states), Missouri College and Sanford-Brown. Submitted documents for Brown-Mackie only. Other requested states outside of jurisdiction. Per K. Ingram - awaiting written confirmation from other state OAGs.	July 11, 2014 (part 1) State of Connecticut only.	40	33,000
12/15/2014	Mr. Matt Liles, North Carolina Department of Justice (Consumer Protection Division)	ITT Technical Institutes, Everest College, Everest University	April 23, 2015	20	20,000
6/4/2013	Robert Hannan Senior Investigation Counsel SEC Washington, DC	In the Matter of Corinthian Colleges, Inc. (FW-3761) (Everest Colleges, Everest Institutes & Everest Universities)	June 25, 2013 (part 1) July 7, 2013 (part 2)	75	45,000
6/19/2013	Matthew Schmitt Special Agent Homeland Security Investigations	Karina Abarca, et al vs. California Culinary Academy et al Case #CGC-11-511469 Not an ACICS accredited institution currently or for the time period listed. Institution was accredited by the Accrediting Commission for Career Schools and Colleges of Technology (ACC SCT)	June 19, 2013 Unable to comply with request, not accredited by ACICS	9	1,000

7/25/2013	Jen Peltz Securities and Exchange Commission	Securities and Exchange Commission Investigation of Career Education Corporation ACICS issuance of Show-Cause Directive	July 16, 2013	8	1,000
10/13/2013	Agent Steven Quattrocchi U.S. Department of Homeland Security (Immigration & Customs Enforcement)	Sanford-Brown Institute, Iselin, NJ Subpoena #14-001 December 2010 - December 2011 & Dewey LeBoeuf Report	October 9, 2013	8	3,000
8/10/2012	Matthew Schmitt, Special Agent Homeland Security Investigation	University of Northern Virginia vs. ACICS Meeting with AI on Aug. 13, 2015 at 1:45 pm	Aug. 13, 2012	10	1,500
8/22/2012	Jay Majors Department of Justice (Civil Division)	Civil Investigation of Corinthian Colleges, Inc.	Nov. 14, 2012	16	3,500
9/12/2012	Jay Majors Department of Justice (Civil Division)	Civil Investigation of Career Education Corporation issuance of a Show-Cause Order. Documents mistakenly omitted, sent on October 12, 2012 #2, USB)	Oct. 1, 2012 (Submission #1) October 12, 2012 (Submission #2, USB)	40	80,000
12/17/2010	Robert Brown U.S. Department of Justice (Colorado), Charlotte Seaton (Coordinator)	Grand Jury Subpoena #10-1659 Adam University, FEIN 20-1868172	Jan. 26, 2011	35	3,000
				451	441,000

Name	Title	School	Year Applied
(b)(6)		Philadelphia University	(b)(6)
		Virginia College	
		NW Heath Education and Training	
		Brown Mackie College - Tulsa	
		Seminole Tribe of Florida, Native Learning Center	
		Horace Mann	
		SOLEX College	
		Education Management Corporation	
		Professional Training Center	
		College, Clary Sage College, Oklahoma	
		College of Business & Technology	
		Jones International University	
		Stratford University	
		Education Affiliates	
		Daymar College and Institute	
		Ark University, Park Distance Learning	
		Community Care College	
		ITT Educational Services, Inc.	
		Carrington College	
		University of Phoenix	
		University of Minnesota	
		Education Affiliates	
		Blackboard and eCollege	
		Immaculata University	
		Corinthian Colleges	
		Remington College - Dallas Campus	
		ITT Technical Institute	
		Kaplan University	
		Ivy Christian College	
		University of Texas at San Antonio	
		Anthem Education	
		Harrison College	
		Lincoln Tech Institute	
		Bryan University	
		Corinthian Colleges, Inc Corporate Offices	
		Humacao Community College	
		Erlanger Health Systems	
		Marian University	
		N/A	
		Bryan University	
		Brown Mackie College	
		Hondros College	
		Beckfield College	
		Monterey Peninsula College	
		Eagle Gate College Group	
Grantham University			
Warranty of America			
Chicago State University			
Golf Academy of America			
Mildredy Elley			
Professional Training Centers			
Dewey University			
Long Island Business Institute			

(b)(6)

Mount Hood Community College
Durham Technical College in
Durham, NC
Pioneer Pacific College
University of Texas, Permian Basin
University of Antelope Valley
Bryan University
N/A
Best Care Training Institute
Devry University
Walden University
Tribeca Flashpoint Media Arts
Academy
International College of the
Cayman Islands
Prospect Education/Charter
College
Prince Institute
Ashford University
Delta School of Business &
Technology
Prospect Education
Laurus College
Sumner College
Texas Health and Science
Delta School of Business &
Technology
Stratford University
Kaplan University Online
Montgomery County Community
College
Pinnacle Career Institute
Middlesex County College
Virginia College @ Montgomery
MDEC
Lincoln
ATA College and Career Education
WWETC and IT-SMC (consulting
firms)
Brown Mackie College
Laurus College
International College of the
Cayman Islands
Dade Medical College
Arizona Department of Education
Broward College
Taylor College
Southern University at New
Orleans
Michigan Jewish Institute
Dr. Aboul-Enein Population Health
Practice
Concord Rusam
Mattia College
EduK Group
California State University
Monterey Bay
American University in Bosnia and
Herzegovina
International Education
Corporation

(b)(6)

(b)(6)

Indiana University and Purdue
University Indianapolis
Bristol University
Northwestern Polytechnic
Humacao Community College

Ashford University
CIT
Career Quest Learning Centers LLC

Gardin Consulting Group, LLC
Zenith Education Group/Everest
South Orlando Campus
Art Institute of Indianapolis
Hunter Business School
American Higher Education
Development Corporation
Laurus College
Lincoln Technical Institute
The Brotherhood

Accreditation and Assessment
Experts Consulting
City University of New York
Mission Group Kansas, Inc., dba
Wright Career College
American National University

Grand Canyon University
Career Point College
Virginia College
RETIRED Tucson College
Education Corporation of America

Virginia College of Mobile

Sun coast College of Health
South University (EDMC)

New Horizons Computer Learning
Centers
Mandl School of Allied Health
Lincoln of Technology

Global Health College
Michael Santoro Postsecondary
Educational Consultant
College of Business & Technology

Northwood University

Inter American University of
Puerto Rico
Stratford University
Abrox Labor Services LLC
Shear Delight Beauty Shop
Southern Technical College

Independent consultant
Computer Systems Institute
Baker Collegiate Consulting
Nobel University

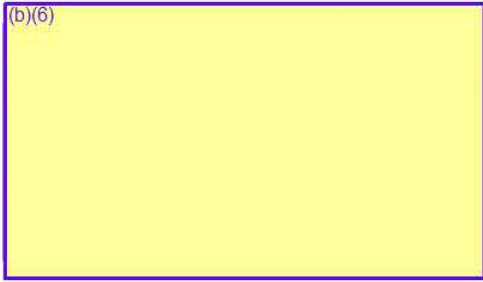
Virginia International University

ASA College

Ryokan College
Retired
Bit of Everything
Valley College
Daymar College
Kaplan University Online

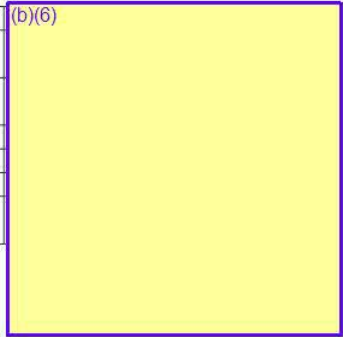
(b)(6)

(b)(6)



ITT Technical Institute
California Institute of Advanced Management (CIAM)
California International Business University
Independent Consultant
Fortis College
University of South Florida

(b)(6)





John E. Barnes, Jr.
State Representative
12th House District of Ohio

May 16, 2016

Accrediting Council for Independent Colleges and Schools
750 First Street NE
Washington, DC 20002-4223


To Whom It May Concern:

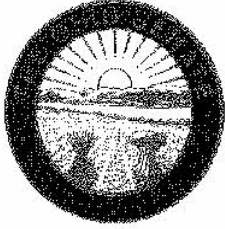
I write in support of ITT Technical Institute in Warrensville Heights, Ohio. This institution is located in my house district, and I have witnessed first-hand the wonderful career advancement options that this institution provides to help students improve themselves through higher education.

Today's challenge is to reach all students with a clear vision that promotes equality of opportunity. Career colleges contribute significantly to providing higher education options for individuals seeking to not only better themselves, but seek greater economic opportunities to lift their families out of the cycle of poverty to an improved standard of living. Approximately 70% of graduates of ITT Technical Institute in Warrensville Heights have found employment in their chosen career field within 90 days of graduation. Northeast Ohio needs these higher education options for these individuals, and these options contribute significantly to promoting and stimulating economic growth throughout the region.

ITT Technical Institute is an important catalyst in an era to prepare students with the necessary skills in experiential and academic training to respond to the needs of business. We must come together and work together because we cannot escape the inextricable connection between economic growth and the strength of our education programming. Please do not hesitate to contact my office at 614-466-1408, if you have any questions.

(b)(6)


JOHN E. BARNES, JR.
State Representative
12th House District of Ohio



Senator Kenny Yuko
25th District

Ohio Senate
Senate Building
1 Capitol Square
Columbus, Ohio 43215
(614) 466-4583

May 10, 2016

Accrediting Council for Independent Colleges and Schools
750 First Street NE
Washington, DC 20002-4223

To Whom It May Concern:

I am writing to express my strong support for the career colleges in Northeast Ohio. I have the privilege of having the ITT Technical Institute's Warrensville Heights campus in my Senate district, and I have become well acquainted with the great work they do in offering career advancement opportunities for the citizens of Northeast Ohio.

Over the years, I have enjoyed seeing how successful ITT Technical Institute has been in helping students from our local communities receive a higher education. The wide variety of specialization options they offer for their career-focused students have been essential to the local economy. According to the Ohio Association of Career Colleges and Schools, 81% of students get on the job within 90 days of graduation. I can attest first hand to the tireless efforts of ITT Technical Institute's employees and students, which leads to these success rates.

In the ever-changing economic climate we have in Ohio, there is nothing more important than providing people with opportunities to be trained in the industries we most heavily rely on such as business, computer science, and health care. ITT Technical Institute not only provides that opportunity, but does so exceptionally well. If you have questions or concerns please feel free to contact my office.

(b)(6)

State Senator
25th District



Christ Church Children's Center
The First Step To A Bright Future



Dear U.S. Department of Education,

May 5, 2016

I am writing this letter on behalf of Christ Church Children's Center and Berks Technical Institute. We have been involved with BTI and their Early Childhood Education advisory board since their ECE program began. Through this partnership we have seen the ECE program grow and flourish. Working with BTI has been an integral part in helping to make sure that the classes they are teaching, the course material covered and the externship experiences are fully preparing their students to enter the Early Childhood field.

We have been lucky enough to work directly with some of their ECE students through their externship program. Their students came to us with a wealth of knowledge about Early Childhood Education and a very good understanding of developmentally appropriate practices for early childhood classrooms. They were also in tune with the current trends in education and had a good understanding of the basic regulations set forth by the state for licensed early childhood programs. The students who come out of their ECE program really seem to have a very well rounded education.

Over the past few years we have also hired graduates from BTI's Early Childhood program, as full time teachers in our toddler and preschool classrooms. They have been a great addition to our team and we are very thankful for the partnership with BTI and all of the great things that have come from it. We look forward to continuing this partnership for years to come!

Sincerely,

(b)(6)

Angie Weida

Assistant Director

16 Fleetwood Road Fleetwood PA, 19522
610-682-6381

Elliot A. Heller, M.D., F.A.C.P., F.A.C.G.

Richard M. Moccia, M.D., F.A.C.P., F.A.C.G.

Andrew M. Goldenberg, M.D., F.A.C.P.



Alfred C. Hollander, M.D.

Vipul H. Shah, M.D.

Viyada Sarabanchong, M.D.

Deborha M. Caputo, M.S., CS-FNP

Gastroenterology • Endoscopy • Liver Disease • Endoscopic Ultrasound • Capsule Endoscopy

April 29, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

My name is Brian Sullivan and I am the Administrator at Digestive Disease Associates of Rockland (DDAR). We are a single specialty office-based surgical practice performing GI Procedures (upper endoscopies and colonoscopies) in Rockland County, NY. I am writing to affirm the mutually beneficial relationship DDAR maintains with Eastwick College. Over the past six years, I have worked closely with the Eastwick College Surgical Technology program to provide a clinical training site for their students. Consequently, I have hired many Eastwick graduates from their Surgical Technology and Medical Assistant Programs. I feel confident that the resumes I receive from the school's placement office for open positions and internships represent credible and responsible candidates.

As an independent medical practice, I need to run a lean and efficient operation. I generally find the Eastwick students we employ to be highly skilled, mature and easily plugged into our busy operation. I have developed a strong bond with Eastwick's placement staff because they know how we operate and are terrific at matching up my needs with the right kind of student at their school.

I imagine Eastwick may not be a good fit for every student who wants a college degree but for those interested in careers in healthcare or medical office, Eastwick is a terrific workforce development partner. I invite you to speak to any of my current Eastwick trained employees or several former employees that have left us for exciting jobs in area hospitals, who would readily concur.

Sincerely,

(b)(6)

Brian R. Sullivan
Administrator
bsullivan@ddar.com
845-517-3232 (Direct)



May 4, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

My name is Marina Stengart and I am Executive Director of Nursing at Star Pediatric Homecare Agency Inc.. We are the premier pediatric homecare agency in New Jersey. We provide the highest level of skilled nursing services to medically fragile children and their families.

I am writing to affirm the mutually beneficial relationship my company maintains with Eastwick College. Over the time that I have worked with my experienced staff has lent their experience as adjunct professors. In return, I feel confident that the resumes I receive from the school for open positions and internships represent credible and responsible candidates.

As a business owner I rely on a staff that is lean, resourceful and can wear many hats. I need to hire folks who are ready to tackle their careers right off the bat, and I generally find that combination of skills and maturity from the career placement office at Eastwick College in Hackensack, NJ. I have developed a strong bond with Eastwick College's placement staff because they "get" what I need and are terrific at matching up my needs with the right kind of student at their school.

I imagine Eastwick College is probably not right for every student who wants a college degree, especially those looking for a more general liberal arts education. But for my sector, Eastwick College is a terrific workforce development partner who helps keep my business running year round.

(b)(6)

Marina Stengart, RN
Executive Director
Star Pediatric Homecare Agency Inc.
mstengart@starpediatrics.com
201.836.0500

THE AGENCY THAT SHINES

*310 Cedar Lane, 3rd Floor, Teaneck, NJ 07666
Tel: 201-836-0500 Fax: 201-836-5301*

May 4, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

My name is Marlene Tejada and I am a Human Resources Manager at Hugo Neu Recycling. Hugo Neu Recycling is proud to be a leader in both IT Asset Management and Recycling. I am writing to affirm the mutually beneficial relationship my company maintains with Eastwick College. Over the time that I have worked with Eastwick College several of my experienced staff have lent their experience as adjunct professors. In return, I feel confident that the resumes I receive from the school for open positions and internships represent credible and responsible candidates.

As a small business we rely on a staff that is lean, resourceful and can wear many hats. I need to hire folks who are ready to tackle their careers right off the bat, and I generally find that combination of skills and maturity from the career placement office at Eastwick College. I have developed a strong bond with Eastwick College's placement staff because they "get" what I need and are terrific at matching up my needs with the right kind of student at their school.

I imagine Eastwick College is probably not right for every student who wants a college degree, especially those looking for a more general liberal arts education. But for my sector, Eastwick College is a terrific workforce development partner who helps keep my business running year round.

Sincerely,

(b)(6)

Marlene Tejada, PHR | Human Resources Manager | HUGO NEU Recycling

t. (862) 229-1713 | (b)(6) | mtejada@hugoneurecycling.com



April 29, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

My name is Anthony J Menconi and I am the founder and owner of 25/8 Production & Labor LLC. We produce audio visual events and source out local labor for large productions in our local markets. Some of our local markets are Chicago, Indianapolis, Miami and Orlando. I am writing to affirm the mutually beneficial relationship 25/8 Production & Labor LLC maintains with SAE Institute. Over the time that I have worked with SAE several of our experienced project managers and crew leads have lent their knowledge and experience to the SAE graduates and students. In return, I feel confident that the resumes I receive from the school for open positions and internships represent credible and responsible candidates.

As a small business owner we rely on a staff that is lean, resourceful and can wear many hats. I need to hire folks who are ready to tackle their careers right off the bat, and I generally find that combination of skills and maturity from the career placement office at SAE Institute. I have developed a strong bond with SAE's placement staff because they "get" what I need and are terrific at matching up my needs with the right kind of student at their school.

I imagine SAE Institute is probably not right for every student who wants a college degree, especially those looking for a more general liberal arts education. But for our business and needs, SAE is a terrific workforce development partner who helps keep my business running year round.

Sincerely,

(b)(6)

Anthony J Menconi
25/8 Production & Labor LLC
amenconi@258inc.com
630.812.6200

(b)(6)

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary King:

The Accrediting Council for Independent Colleges and Schools (ACICS) is seeking rerecognition from the US Department of Education (DoE) as a national institutional accrediting agency. ACICS has developed a multi-tiered process for accreditation that is thorough as well as responsive to the requirements established by the DoE and the training requirements to prepare graduates for the dynamic workforce. The integrity of the process is maintained through checks and balances in the accrediting procedures including: application review; team site visit with specialists in appropriate areas to complete a detailed report covering all aspects of the school's operation and compliance with the ACICS Criteria; Intermediate Review committee to review the team report for accuracy, compliance and remediation; and finally, a recommendation is sent to the Accrediting Council for final review and determination of eligibility of the institution for a new grant of accreditation, deferral pending additional information, or a denial of accreditation.

Through over thirty years of experience with ACICS, I have seen the organization become even more rigorous in establishing standards, reporting on compliance with the standards and improved consistency in the evaluation of the application of the standards.

My experience began with ACICS in 1978 when I chose to pursue accreditation for the American Business and Fashion Institute, a small career college licensed in North Carolina. To meet the standards required, it took approximately two years from first making application to receiving a grant of accreditation from ACICS. From the experience, my institution improved in educational and administrative quality. Several years later I became a peer evaluator serving on ACICS teams. After service as an evaluator, numerous training sessions, active participation in my state and regional associations, and continuing to operate a small successful institution, I was elected to serve as a member of the Accrediting Commission. I served for seven years including a year as Chair.

Through this experience, I had the opportunity to interact with individuals from other accrediting agencies, the DoE, and educationally related agencies in Washington. The late 1980's and early 1990's were a turbulent time for proprietary postsecondary education resulting in loss of accreditation for many institutions. The Accrediting Council put into place "surprise visits" for verification of compliance, increased emphasis on job placement and stronger educational standards. From these experiences my appreciation for ACICS grew.

Following my years of service on the Commission, I began periodic service on the ACICS Intermediate Review Committee, Appeals Committee, and since 2006 as chair of accreditation teams. I have seen ACICS continue to strengthen the process, improve training and offer guidance to institutions in an effort to improve educational and administrative quality.

Based on my experience, I believe ACICS is a reliable authority and deserves recognition by the United States Department of Education.

Signature

(b)(6)

Elizabeth M. Guinan

Retired, former President of

American Business and Fashion Institute

and The Art Institute of Charlotte

May 01, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

I am writing to affirm the positive and rewarding experience I received attending Bal Area Medical Academy. The teachers were very knowledgeable and the administrative staff was friendly and helpful, answering any questions that I had. I was also impressed with the length of time that it took to complete the programs that BAMA offered.

Before I decided to enroll at BAMA, I was a Biology major at (b)(6) University. Unfortunately, the classes were so impacted that I was unable to sign up for any classes that I needed, without facing a penalty for being over units.

What made me decide to be a Medical Assistant was the desire to get a foot in the door in the medical field without committing financially to a nursing or physician's assistant program. Basically, I wanted to make sure that the medical field was right for me before writing an enormous check.

BAMA caught my attention with its accelerated MA program. The seven months worked perfectly, since it wouldn't keep me away from my college courses for too long. It also helped that the MA program at BAMA was a triple threat education with the certifications for EKG Technician and Phlebotomy.

I recently began a full time position at (b)(6) as a Hospital Assistant! The overall feel of the campus and the hospital is a pleasant and cheerful vibe.

The end goal for me, for now, is to become a Physician's Assistant. But I'm definitely leaving myself open to whatever may come my way in the future. BAMA was extremely helpful in preparing me for my job search. They listened to my concerns and helped find me a job in the area where I wanted to work. My life has changed drastically since I graduated. My experience at BAMA played a huge role in my success.

Sincerely:
(b)(6)

Garret Reid, Bay Area Medical Academy Graduate, 2014

(b)(6)
(b)(6)

April 29, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

My name is Stephanie Tam. I graduated in (b)(6) from Bay Area Medical Academy from the Medical Assisting program, with specialties in (b)(6). I am writing to describe the rewarding and worthwhile experience I had at BAMA, because I feel that it definitely changed my life for the better.

I graduated from UC-Santa Cruz with a degree in Human Biology, but I couldn't find any work in my field for someone with little experience and holding only a Bachelors. I knew I wanted to be in the medical field, but was not sure as to how to become involved. A friend who had just completed the Phlebotomy Technician Training Program at BAMA highly recommended the program to me as he knew I wanted to help people in my life and this career would expose me to actual patient care. I enrolled full time while balancing a part time job, but BAMA made it feasible through a flexible class schedule that didn't interfere with my work obligations.

I studied hard for two years and got a lot of academic and professional support from BAMA along the way. As soon as I graduated they helped me get a job in my new field with Chinese Hospital Diabetes Center as a Medical Assistant and Care Coordinator. Since then I have already taken on a better paying position with (b)(6) (b)(6) with more opportunities for advancement.

A career as a medical assistant with both EKG and Phlebotomy certificates is extremely rewarding and definitely a great opportunity for anyone interested in pursuing a job in the medical field. In fact, BAMA gave me the confidence to further my education by applying to Physician Assistant programs in California to expand my patient abilities.

I am appreciative of the moral support and professional training BAMA provided me. My career is on the right track thanks to the investment I made attending BAMA.

Sincerely,

(b)(6)

Stephanie Tam

(b)(6)

April 27, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

My name is Rodrigo Calderon. I graduated in (b)(6) from Brown Mackie College-Miami campus with an Associate of Science in Biomedical Equipment Technology. I am writing to describe the rewarding and worthwhile experience I had at Brown Mackie, because I feel that it definitely changed my life for the better.

I had been working for several years since high school, but was never satisfied with any of the jobs I was in. I felt like I was simply earning a paycheck but not devoting myself to a career that inspired me. In 2013 a co-worker of mine told me about the biomedical equipment program at Brown Mackie. The fact that they allow students to take only one course per month sealed the deal for me so that I could continue to work and not get overwhelmed with my studies.

I studied hard for two years and got lots of academic and professional support from Brown Mackie along the way. As soon as I graduated they helped me get a job in my new field with University Hospital Services as an equipment processor. My job is to test medical equipment and make sure it is clean safe for patients and doctors to use. I really enjoy my new career because I feel like I'm helping people get better, while using equipment that won't give them infections. I also enjoy learning about new devices coming out and the potential they offer to the world.

The reasons I think highly of Brown Mackie are the flexible course schedule, the great instructors who come from the field and their strong employment contacts. I am happy about my decision and would do it all over again if I had the chance!

Sincerely,

Rodrigo Calderon

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Sir:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Accounting/ Business Administration program and in my first term.

Everyone at the college, both the staff and students, have all been very welcoming and friendly to me. All of my classes have gone very well, and the teachers are very willing to help if I don't understand something.

I strongly believe that all of the skills I am learning and will learn here at DuBois Business College will make me highly employable. I can proudly say with just being in my first term I have already learned a great deal more than then what I knew before I enrolled at DuBois Business College. I am very glad that I chose Dubois Business College.

Sincerely,

(b)(6)

Alexis Delp

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Sir or Madam:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Legal program and in my second term.

I was very skeptical about attending college because I was not sure it would be a good fit for me considering I did not like high school. I can tell you there is no comparison between high school and college. The teachers are so much different here at the DuBois Business College than my high school in a positive way. They are so much more passionate about the material and actually care about each student well-being and want to see everyone succeed. The academics are of no comparison either. The material we learn is so much broader and in depth compared to that of my high school. I feel like I am much more intelligent than I was before I started and I am only in my second term of study. I would recommend this college to anyone because I know when I graduate from here I am going to be equipped with skills that will help me accomplish anything I set after in my life.

I am very confident I can and will get a job in my field of study. I plan to attend the Pennsylvania State Police Academy after graduation to become a state trooper. I am pleased with my decision to attend this college and have no regrets whatsoever. I am very excited to see what my future here at the DuBois Business College has in store for me.

Sincerely,

(b)(6)

Alfred R. Diehl II

(b)(6)

May 5, 2016

U.S. Department of Education
Washington, DC

Dear Sir or Madam:

I attend DuBois Business College, which is an ACICS accredited school. I am enrolled in the Computer Application/Management program and in my last term. During my time at DuBois Business College I have had multiple great experiences including: the teachers being very helpful, the staff knowing each student by name (we aren't just a number), and the tutoring opportunities that are available.

Upon graduation I am highly confident that I will obtain a career in my field, with the skills and knowledge I have gained. I am glad I chose DuBois Business College as the school I went to. DuBois Business College ensures that each student receives the assistance they need to succeed in order to become a well-rounded employee.

(b)(6)

Alyssa Wallace

May 5, 2016

U.S. Department of Education
Washington, DC

Dear Sir or Madam:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Accounting and Business Administration program and am in my fourth term. While being enrolled here at DuBois Business College, I have gained a lot of knowledge from not only my instructors, but also the other students. The faculty and staff here are always there when you need guidance and will do whatever it takes to help you understand the information better.

I am expected to graduate in December 2016. When leaving DuBois Business College, I have no worries that I will be able to find a job. With all of the knowledge I have already gained, I know that I can find a job in the field I have studied. I will soon be helping my father's employers company get their payroll organized and running more smoothly thanks to information I learned in my payroll and accounting classes.

Every day I grow more attached to this school. When first coming here I never knew how much I would learn to love the instructors and the students. No matter what has gone on in my personal life while being in school, I always had DBC as an escape and knew that there were people here who loved me and cared what happened to me.

Sincerely,

(b)(6)

Alyssa Whitehead

May 5, 2016

U. S. Department of Education
Washington, DC

Dear Sir or Madam:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Legal Assistant program and am in my 6th term.

I like all the instructors because they are very knowledgeable in their fields. Also I did earn my Office Assistant Diploma back in December of 2015 from the DuBois Business College. So this is the second major that I came to the DuBois Business College for, and I am glad that I made this choice.

I am very excited to be highly employable when I graduate because the skills that I acquired from the DuBois Business College was a great choice for me. This choice was a great choice for me because I am learning so much and not only doing it for me, but I am also doing it for my family. This school is a great school, and I would recommend it to anyone looking for a great college to attend because it feels like a family, the teachers are excellent, and the staff are also excellent. Everybody at the DuBois Business College is very supportive and willing to help no matter the situation.

I have an interview on May 6, 2016, for an employment opportunity before I graduate in June 2016.

Sincerely,

(b)(6)

Amber Huseman

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Sir or Madam:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Administrative Medical Assistance program and in my third term.

The reason that I am attending DuBois Business College is for the small class room sizes. I love the environment of the school when I walk in every morning. The teachers and students always are smiling and seem to be enjoying themselves.

I am expecting to be highly employable from all the different skills that I am learning here at DuBois Business College. I am glad that I have chosen DuBois Business College for my path of success for my future in the workforce.

Sincerely,

(b)(6)

Amber Ward

(b)(6)

May 5, 2016

U.S. Department of Education
Washington, DC

Dear Sir or Madam:

I attend DuBois Business College (DBC) which is an ACICS accredited school. I am enrolled in the Legal Assistant program and in my final term.

I have been attending DBC since January, 2014. I earned my first Associates in the Specialized Business/Computer Applications Management program and will earn my second degree in the Legal Assistant program. I chose to return and take the classes needed to complete the Legal program because of the instructors I had. As a "non-traditional" student who had not been in the classroom for 36 years, my instructors were committed to ensuring that I would not only complete the program, I would do it with above-average grades.

I have had the opportunity to participate in two 40-hour, on-the-job-experience trainings in the offices of two local attorneys.

The staff and instructors at DBC are dedicated to the students who are enrolled here and work very hard to ensure that we will not fail. I would recommend DBC to anyone who wants to continue their education.

Sincerely,

(b)(6)

Amelia Seaton

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Sir or Madam:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Clinical Medical Assistance program and in my 3rd term.

I am a 42 year old woman, who is married and have three young children. I am very happy to be coming to DBC. I am really glad I was able to be enrolled at DBC. I don't believe I would be able to succeed in my education in a bigger College. I never thought I would be able to afford going back to school and be able to learn everything to graduate college at my age.

DuBois Business College curriculum is really set up the best way, in learning the material and knowing by the time you are done with the class you are well prepared in that area. The Teachers are all wonderful in assisting you so you understand what you are learning.

I know when I graduate, I will have the knowledge and proper training. I will need for my career. I have been taught everything this course counts for and more. I am very confident that I will be able to secure a better future for my family. This is the school I would recommend anyone that was interested in these careers to come here.

Sincerely,

(b)(6)

Angela Green

(b)(6)

Mrs. Anita Lahr
Administrative
Clarion University

(b)(6)



As a graduate of a career college, I have a true appreciation for how it has changed my life.

Career education has opened many doors for me in my lifetime. I am a proud graduate of an ACICS school and work with many people who are also graduates of ACICS accredited institutions.

Students should be allowed to have options in their education choice. Accreditation plays an important role in the quality of education.

5/5/16

The Honorable John King
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. King:

I attend Dubois Business College which is an ACICS accredited school. I am enrolled in the Office Assistant program and in my 3rd term.

Dubois Business College is the best school I have been enrolled in. The teachers and administration truly care about their students and will go to great lengths to make sure their students are successful in their classes and program they are enrolled in. They helped build my confidence and have faith in me I am in no doubt. I have never had any teachers and administration like this school. It truly touches my heart how dedicated they are to their students.

When I graduate from this institution, I have great faith that they will help find me a great office job. I am very thankful for this school because I know I will have a good career when I am finished and I am also thankful how kind and understanding this school is.

Sincerely,

(b)(6)

Chadwick Seymour

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Sir or Madam:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Clinical Medical Assistant program and in my third term.

I chose this college because I needed something close to home and a type of school where I know I'm going to get what I need for my degree in a short amount of time. This school has such a warm and welcoming feel to it, every one of the staff is focused on us students and giving us the education we need to make it in the world.

I know with the education and the help from my teachers that I will be able to get the job I'm hoping for. With the classes I'm taking, along with the support from everyone at this school, I know I'm going to get a respectable job in the medical field.

Sincerely,

(b)(6)

Darriene London

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Judge King:

I attend DuBois Business College, which is an ACICS accredited school. I am enrolled in the Information System Support Technician program and in my final term.

During my time here at DuBois Business College, I have learned an incredible amount of knowledge on computer technology. As a DBC student, I have been involved with different activities within the school. I am president of Student Council, a member of the SST Club, and a member of the Fraternity.

DuBois Business College is a very well organized school. All the instructors take time out of their busy schedules to make sure that you as a student are excelling at your best potential. DBC is very welcoming and takes you in and treats you as a person instead of just another student.

A reason I enjoy being a part of DBC is due to how the class sizes are. You go to some colleges and there are 50 plus students in a class. With DBC you get that one-on-one interaction with the teachers. This means a lot to students. Even if a student may have a problem outside school, an instructor will take you listen to you.

Another great benefit to DBC is that the tuition is affordable. Colleges these days are so expensive and most young adults don't have the money to go to school or they can't get approved for a student loan. DBC works hard and countless hours to make sure that you can come to school and get the education you need and deserve to achieve at your career.

After graduating and even before your last term, DBC helps you find employment. Businesses around the area know the quality of the students and ask for DBC students to come and be a part of their company. Knowing that as a student I will have a great career after school is a big weight that is lifted off me.

Sincerely,

(b)(6)

Derek Toven

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Judge King:

I attend DuBois Business College, which is an ACICS accredited school. I am enrolled in the Information Systems Support Technician program and in my final term.

During my time at DBC, I have had the remarkable opportunity to learn from an astounding group of faculty who, not only are our instructors, but have become networking assets to students as we continue to pursue our careers. From the size of the classes to the costs of tuition, DBC has been the perfect choice for me. Our curricula is geared to giving us an overview of the field of IT, yet give us hands-on experience, not only in class but with our On-The-Job Experience program. Each student within the college is given the ability to obtain career specific certifications that not only look good on a resume, but make each student more qualified to gain employment. At DBC there are many opportunities to become involved, ranging from different clubs to various community activities and fundraisers. The smaller classrooms provide for a more comfortable setting and closeness that cannot be replicated. A student is does not feel neglected or even afraid to ask questions but is supported throughout, from gaining financial aid in the beginning all the way to preparing for after graduation.

One of the main features that pulled me towards attending DBC was the high placement rate after graduation. With our Career Planning course as part of our classes, we are prepped and given the tools to set us aside as prime candidates when applying for jobs. Talking with previous grads, it was incredible to see them gain employment so quickly after graduating, attesting to the degree of quality that is produced through DBC. This solidified my decision in choosing DBC to further my education. DuBois Business College has created a great environment for students to learn and better themselves for a price that will not break them as they pursue employment.

Sincerely,

(b)(6)

Giancarlo Delmo

May 5, 2016

The Honorable John King
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. King:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Executive Assistance program and in my second term.

I chose The DuBois Business College over all the others schools around because it is a small school with a lot of friendly teachers and students. One of the best things about this school is that the teachers will help us be successful. They are always here to help us no matter how long it takes because they want us to be successful in every way possible. All of the students here at DBC talk to one another and help one another because we feel we all want the same thing which is to finish school and get a good job and to make something of ourselves. The students and staff here consider one another family.

Another reason why I chose this school is because it is close to where I live and also because it had the program that I wanted to go to school for DBC only requires that we go to school only 18 to 21 months depending on the program we picked.

When I graduate, I know I will get a good job in the field that I would like to work in because I went to school and finished and because the school always helps the students choose a good paying job so that we can continue to be successful.

Sincerely,

(b)(6)

Harley Riley

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

I am writing to affirm the positive and rewarding experience I received attending DuBois Business College. The teachers were very knowledgeable and the administrative staff was friendly and helpful, answering any questions that I had. I was also impressed with the length of time that it took to complete the programs that DuBois Business College offered. I knew that I wanted to be in and out of college quickly so that I could start doing what I love.

I was attracted to the Business Admin/Accounting program because I have always had a passion for accounting and I definitely wanted to pursue a career in the accounting field. The class sizes at DuBois Business College are small enough that I knew that if I needed help, I could approach my instructors and they would be willing to give me the guidance that I was seeking. I also formed friendships that I will have for the rest of my life.

The Placement Staff at DuBois Business College was also extremely helpful in preparing me for my job search. They listened to my concerns about interviews and they found me a job in the area of DuBois where I wanted to work. I was offered the job the week after my interview! I worked at ABCS, INC in DuBois, PA as the Business Manager for four years before I left this year to start my own business offering bookkeeping services in the DuBois area. I am incredibly grateful to the placement office for finding that position for me which helped me grow and allowed me to eventually start my company.

As a public bookkeeper, I do a variety of things including: helping local businesses with their record keeping and accounting software needs. I know that the work I am doing is changing people's lives.

My life has changed drastically since I graduated. I have a wonderful career in accounting and I honestly could not imagine doing anything else right now. However, there are times that a small part of me actually misses attending classes some days.

Sincerely,

(b)(6)

James Sedgwick

e-mail: (b)(6)

phone number: (b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Sir or Madam:

I am currently attending DuBois Business College which is an ACICS accredited school. At the college, I'm enrolled in the Entertainment Production Business Program.

When I got out of high school, I really wasn't sure what I wanted to do. I knew I wanted to go to college but I didn't want to spend a whole lot of money and then get stuck doing something I didn't enjoy. I heard about DuBois Business College from a close friend of mine and decided to check it out and I'm glad I did. Coming to DuBois has been wonderful. I have made new friends and mentors that have pushed me further both in my profession and as a person.

I have learned so much here at the college. In the Entertainment Production Business Program, we do not learn only how to design advertisements or learn about typography. We learn about pretty much every creative outlet that you can turn into a career. We learn about photography, video marking, game making, 3D modeling, 3D animation, package design, product display design, photo editing, video editing, and so much more. I find this to be a great course because you may come here thinking that you want to be a photographer but then you learn all of these things and find that you really want to be a graphic designer.

DuBois Business College is a special place to me. If I was in a large 4 year college, I don't think I would be able to do the things I do here. The classes are small and the instructors know you by name and build a relationship with you while you are here and at times extends after you graduate. When I graduate I want to go into the graphic design and 3D modeling business. I love both designing and 3D modeling so much and both of these things I learned here at the college.

Sincerely,

(b)(6)

Janna Whitling

(b)(6)

May 5, 2016

U.S. Department of Education
Washington, DC

Dear Sir or Madam:

I attend DuBois Business College which is and ACICS accredited school. I am enrolled in the Computer Applications/Management program and in my last term. I chose DuBois Business College because I wanted to stay close to home and earn my degree quickly.

I intended to come here, get my degree, and get out but what I have found is a new family. The instructors are helpful and knowledgeable. I ask many questions and they always have the answer or they find an answer.

After graduation I will be taking on the bookkeeping for my family company and working on my certifications for Six Sigma. This degree has given me a wide range of skills I will be able to use. I am proud of myself and thankful for this school for getting me to this point.

Sincerely,

(b)(6)

Kaycee Daisher

May 5, 2016

U. S. Department of Education
Washington, DC

Dear Sir or Madam:

I attend DuBois Business College which an ACICS accredited school. I am enrolled in the Executive Assistant program and I am in my last term. I will attend my last class on June 23, 2016, and will graduate on July 21, 2016.

DBC is a great school because they not only teach the necessary classes, but they also teach students how to be a professional. An example of a helpful class we have is Career Planning; in this class we are taught how to write resumes, how to dress professionally, and how to prepare for a job interview. This class is mandatory for all students no matter what degree they are achieving. I think it is a good idea to have this class because it prepares students for what life is going to be like in the job industry.

I am glad I chose this school because being a student here has helped shape me for my future. I know that if I end up needing help finding a job, someone from the staff will be more than happy to help me. They are also willing to give a good recommendation for any of their students because they aim to help us in our career goals.

Sincerely,

(b)(6)

Kennedi Boal

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

I am writing to affirm the positive and rewarding experience I received attending DuBois Business College. The teachers were very knowledgeable and the administrative staff was friendly and helpful, answering any questions that I had. I was also impressed with the length of time that it took to complete the programs that DuBois Business College offered. I knew that I wanted to be in and out of college quickly so that I could start doing what I love.

I was attracted to the Accounting/Business Administration program because I have always had a passion for helping others and I definitely wanted to pursue a career in the human service and management field. The class sizes at DuBois Business College are small enough that I knew that if I needed help, I could approach my instructors and they would be willing to give me the guidance that I was seeking. I also formed friendships that I have maintained over the past sixteen years.

The Placement Staff at DuBois Business College was also extremely helpful in preparing me for my job search. They listened to my concerns about interviews and they found me a job in the area of management where I wanted to work. I was offered the job over the 20 applicants who applied for the position. I am currently working at Community Action Inc., in Punxsutawney, PA as a Case Manager.

As a Case Manager I do a variety of things including: teaching parenting, helping Veterans find housing and employment, teaching budgeting, and being a positive role model within my company. I know that the work I am doing could change someone's life.

My life has changed drastically since I graduated. I have a wonderful job in the human service field and I honestly could not imagine working anywhere else right now. Call me crazy, but a small part of me actually misses attending classes some days!

Sincerely,

(b)(6)

Lisa J. Doty

(b)(6)

May 5, 2016

U.S. Department of Education
Washington, DC

Dear Sir or Madam:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Executive Assistant program and in my final term.

I chose this school because of the small class room size and the fact that all instructors and staff know each student by name. DuBois Business College also is known for their excellent job placement which is another reason I chose this school.

I have six weeks left until I graduate. I will be attending my second interview in two days. The company with whom I will interview specifically called DuBois Business College to seek graduates who will receive a specialized business degree. I plan to be employed full-time by June 27, 2016, because I chose to attend this school.

Sincerely,

(b)(6)

Mamie Mader

(b)(6)

May 5, 2016

U.S. Department of Education
Washington, DC

Dear Sir or Madam:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Clinical Medical program and in my final term.

Before attending DuBois Business College I enrolled in Kaplan online for the same program. The program at Kaplan was not what I was searching for. The very same day I unenrolled in Kaplan, I called the Business College about their medical programs. After the hour long phone call I realized that I would be a perfect fit for the college. I enjoyed hearing about the small class sizes and the ability to grow as a person.

After attending the college for almost a year, I was able to apply for a job at the local hospital. During my interview process, I learned that the person who interviewed me was a previous graduate and was now supervising the Patient Logistics Department. This was a huge motivator for me. After two long weeks of waiting for a call back about this job, I was hired and even beat out a student at the Penn State Campus.

I have connected with several of my instructors on a personal level. They show everyone of their students that they care, and they know that life gets tough at times. They are true motivational people, and they have helped me become so much more in my life, through their teachings, and the classes I've taken. I think of my time spent at DBC to just be time spent with extended family. I am surly to miss my college days once I graduate.

As I reach the end of my college career I am a person who has an excellent work ethic, who works every day after school, and who goes above and beyond what my job entails. I know with my previous work history and my current experience at the hospital, I am a very highly employable person. I will have the ability to work in a doctor's office, a lab, or even stay at the hospital. The choices are honestly endless for each student here.

Sincerely,

(b)(6)

Megan Lanich

May 5, 2016

U. S. Department of Education
Washington, DC

Dear Sir or Madam:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Clinical Medical Assistant program and in my sixth term.

I have always heard good things about DuBois Business College. A few of my friends graduated from here before I even enrolled. My enrollment at this college was one of the best decisions I've made for myself. After attending two other colleges, I realized how informative all of our teachers are compared to the other colleges. Every single one of our teachers has a degree in what they teach or know everything possible about the class instead of having just a staff member thrown in to teach. Every staff member is positive, helping, and friendly. The entire school's environment is welcoming.

I feel very confident in having a job right out of college. Almost every hospital, doctor's office, or medical building is looking for an assistant that is a DuBois Business College grad. Every student from this college has a job in their field before graduation or right after. Barb Martini is phenomenal about helping each student start internships to help them get going towards the right direction. She gets phone calls every day from employers wanting DuBois Business College students. Jackie Syktich is honestly the most amazing person from the college. She is very passionate about what she does and our school. She is the person that pushes you, encourages you, helps you, and has faith in you that you will be successful and will fail. Everything about DuBois Business College makes me feel excited to go out and start my career.

Sincerely,

(b)(6)

Megan McGee

May 5, 2016

The Honorable John King
Us Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. King:

I attend Dubois Business College which is an ACICS accredited school. I am enrolled in the Clinical Medical Program and in my third term.

I chose Dubois Business College above all other colleges because the staff truly does care about their students, and they truly do want us to be successful. At Dubois Business College I am not just another student; every staff member takes the time to know us by name and our particular learning style. One receives the one-on-one attention they need to be a successful student.

I may only be in my third term, but I expect to be hired right away. Dubois Business College graduates are in high demand by employers.

I wouldn't want to attend any other college. I am glad I choose to receive my education at Dubois Business College.

Sincerely,

(b)(6)

Michelle Wriglesworth

(b)(6)

May 5, 2016

The honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Sir:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Administrative Medical Assistant program and in my second term.

I have learned a lot in about medical terminology already, and have acquired a good foundation to build on as I continue my education. I am also slowly learning my keyboarding skills, which are quite a chore for me, because I have not done much typing up until now. I will use keyboarding every day at work so I am working hard to get my skill up in that area.

The teachers here go above and beyond to help those of us that need extra help. They are always willing to spend extra time getting us where we need to be.

I am very happy with the education I am getting here. I checked out several schools, before choosing Dubois Business College, and have not been disappointed with my choice at all. I have talked to many people involved in schools in the area and find I am getting a better education than a lot of students. I am confident that the education I am getting here will open many doors for me, and give me many different job opportunities.

Sincerely,

(b)(6)

Millicent Wennin

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Sir or Madam:

I attend DuBois Business College which is an ACICS accredited School. I am enrolled in the Accounting/Business Administration program and in my fourth term.

This is my second college experience. I attended University of Pittsburgh and earned an associate's degree of science in Bradford, PA. These two colleges are very different in the ways they are operated. With the University experience, each class is held once a week. Here at DBC, each class is taught daily in smaller sized classes with instructors who genuinely care about how we are doing. The structure here at DBC mirrors a business environment, which is what we are being trained for. This includes absenteeism and tardiness rules, professional dress days, and deadline responsibilities; to mention a few.

The students here at DBC feel that they are receiving the best higher education that can be acquired, and we are very confident that we will be highly employable when we graduate. I am very glad I have decided to get another degree and that I was able to choose DuBois Business College because of its accreditation program. I really feel that what I am learning here at DBC can be compared to what one would learn in four years of a university college.

Sincerely,

(b)(6)

Nancy O'Donnell

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C 20202

Dear Sir or Madam:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Entertainment Production Business program and I am in my final term.

DuBois Business College has been a great experience. The one on one learning and interaction between students and staff makes this college different than others. The teachers care about their students and help in whatever way they can. Questions are answered without hesitation, and teachers care if their student passes or fails. Unlike many art schools, at DuBois Business College I have learned various techniques and skills. I am not limited to just one field of study but various fields helping me to decide the career path I should take. I honestly feel that I have learned more in two years than I would have in a standard 4 year school. This is my final term here, and I am going to miss being here.

After graduation, I expect to be highly employable by the many skills and talents I have acquired through this school. I am glad I chose this school, because at first I was not sure of what career to pursue. Through DuBois Business College I was able to discover the career I wanted to achieve.

Sincerely,

(b)(6)

Rachael Westover

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

I am writing to affirm the positive and rewarding experience I received attending DuBois Business College. The teachers were very knowledgeable and the administrative staff was friendly and helpful, answering any questions that I had. I was also impressed with the length of time that it took to complete the programs that DuBois Business College offered. I knew that I wanted to be in and out of college quickly so that I could start doing what I love.

I was attracted to the Accounting and Business Administration program because I have always had a passion for math and numbers. I definitely wanted to pursue a career in the Accounting field. The class sizes at DuBois Business College are small enough that I knew that if I needed help, I could approach my instructors and they would be willing to give me the guidance that I was seeking. I also formed friendships that I will have for the rest of my life.

The Placement Staff at DuBois Business College was also extremely helpful in preparing me for my job search. They listened to my concerns about interviews and they found me a job in the area of DuBois where I wanted to work. I was offered the job the day after my interview! I am currently working at GAI Consultants, Inc. in DuBois, PA as an Accounting Associate. I am incredibly grateful to the placement office for finding this position for me.

As an Accounting Associate, I do a variety of things including: Accounts Receivable, Accounts Payable, and various other Accounting duties. I know that the work I am doing could change someone's life.

My life has changed drastically since I graduated. I have a wonderful job at GAI and I honestly could not imagine working anywhere else right now. Call me crazy, but a small part of me actually misses attending classes some days!

Sincerely,

Randi Johnson

(b)(6)



May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C 20202

Dear Sir or Madam:

I attend Dubois Business College which is an ACICS accredited school. I am enrolled in the Legal Assistant program and I'm in my third term.

Dubois Business College is an excellent school where you can learn a lot better than in bigger colleges because classes are very small and everyone in here are pretty much a family. All of the staff and teachers are very helpful here. Teachers do the best possible to teach and is very awesome how much you can learn in such a little time. This is my third term and I absolutely love it.

When I graduate from here I would highly hope I get hired for the major I'm going for because I absolutely love my field. Before I signed up for Dubois Business College I was very afraid of not liking it or that I wouldn't be able to do it but I was wrong because this was the best decision I've made and I'm so glad and thankful I chose Dubois Business College.

Sincerely,

(b)(6)

Romina Zunino

(b)(6)

May 5, 2016

The Honorable John King
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. King

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Clinical Medical Program and I am in my 4th term.

I am an older student here and I have two children to support. I chose this college because I loved that Penn Highlands, which is a major hospital around Dubois comes to the Business College or calls the office first before they hire anybody else when they are looking for employees.

Another reason I love it here is that the teachers and the staff here are so caring and they will do anything for us. If we are having trouble, they do everything they can to help us and they not only just teach us what the books want us to know, they teach us other things that will also help us out in the real world or in the work field.

I am so glad that I decided to come here, and I would recommend this college to anyone who wants to further their education.

Sincerely,

(b)(6)

Roxanna Gossert

(b)(6)

May 5, 2016

U.S. Department of Education
Washington, DC

Dear Sir or Madam:

I attend DuBois Business College, which is an ACICS accredited school .I am enrolled in the Accounting and Business Administration program and in my third term. While being here, at DuBois, I have learned a lot about the business world and what my future is going to bring for me. My most memorable experience so far would have to be when I had to do a project for Document Processing. We got told that we were one of the best groups to present our project and it was a great feeling inside to hear it from them and all that they had to say.

I am glad that I chose this school because I know, from just going here for about nine months so far, that I will be able to get a job anywhere that I sent my mind too. With everybody that is on the staff board to just the students, you learn so much from everybody's experience, and everybody is so helpful.

Sincerely,

(b)(6)

Samantha Weber

May 5, 2016

The Honorable John King
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. King:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the accounting and business administration program and in my second term.

The DuBois Business College is the most helpful school I have found. Since being here I have improved my skills and many opportunities have been made available for me. The six short months that I have attended the DuBois Business College have made a large impact on my life. This college has helped me improve my interviewing skills and has encouraged me to further my education. The staff here is always encouraging, and they all care greatly about the students.

When I graduate, I plan on pursuing my career as an accountant; and I know they will always help me to achieve this. I have no fear of finding a job after I graduate from the DuBois Business College. That is why I am so glad I chose this college, so please allow this school to continue to better lives and be accredited by ACICS.

Sincerely,

(b)(6)

Sarah Toney

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Madam:

I attend at DuBois Business College which is an ACICS accredited school. I am enrolled in the Clinical Medical Assistant Program and in my 3rd term.

Something positive about DBC is that you are always welcome here, you get the help you need and the teachers are really nice. They have a very good way of just being there for their students and helping their students with work. Everyone gets along at DBC very well, I loved meeting new people when I came here.

I hope I will get employed at the hospital, doctors office or even down in Pittsburgh at Children's those are my goals and I'm very glad that I came to this school because is nice, small, it's like home, and I love the teachers here, also the students are also willing to help with homework or even studying with anyone.

Sincerely,

Tiffany Hand

(b)(6)



May 5, 2016

The Honorable John King
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. King:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Administrative Medical Assistant Program and in my fourth term.

I have been a Certified Nurse's Aide for 18 years and decided that is time for a change in my life and chose DuBois Business College to make it happen. I expect to have a wide array of choices for employment when I graduate in March of 2017. Because of the variety of courses, I will be able to work in an office, pharmacy, a hospital, and even from home if I choose to.

The staff here are ready and willing to help if there is anything we need help with. I look forward to having a bright future. I am so glad I chose to come here.

Sincerely,

(b)(6)

Virginia Stuller

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Sir or Madam:

I attend DuBois Business College which is an ACICS accredited school. I am enrolled in the Entertainment Production Business program and in my fourth term.

Here at DuBois Business College there are a lot of opportunities to find jobs in and outside the local area. Recently fellow classmates and I got the chance to pair up with a clients that needed graphic design and marketing assistance. This has helped me learn hands on how it will be working outside of school projects. It has also provided much needed practice on programs we learned during past terms.

The teachers have been very informative when it came to questions about how something should/shouldn't be done. They prepared us for bumps in the road and gave us the tools needed to further our work. Coming to class hasn't felt stressful and became an exciting part of my day. Being in my final term of the Entertainment Production Business, I now feel confident in my designs and work.

When I graduate here I will be getting a job working with Downtown Imprints in DuBois. Something that I'm really excited to do. After leaving my past college I was afraid of going to another school and regretting it. DuBois Business College changed that. Now I'm not afraid and I am grateful for this opportunity.

Sincerely,

(b)(6)

Viviana A. Forrest

(b)(6)

April 5, 2016

The Honorable Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Sir or Madam

I attend DuBois Business College, which is an ACICS accredited school. I am enrolled in the Accounting Assistant program and am in my third and final semester.

I believe that attending this program was an extremely good choice. I had a small knowledge of accounting before attending this college, but since I have taken these classes, I feel that my knowledge of accounting is a lot better. The teachers at this campus are excellent and explain material in a way that is very easy to understand.

With the education I received here, along with the career services and internship that I plan to do soon, I feel that I will be in a very good position to attain an ideal career. I am so glad that I had the opportunity to attend this program and feel that it has made a world of difference in my life.

Sincerely,

(b)(6)

Zachary W//Love

(b)(6)

April 28, 2016

John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

I am writing to you today to express appreciation and gratitude towards Eastwick College. From the beginning of my endeavor at this CAAHEP Accredited institution I felt inspired. Every teacher that I had the pleasure of working with had his or her own individual style of teaching. Both hands on learning in the lab, and lecture classes were taught at a high level of instruction. I knew that the Diagnostic Cardiovascular Sonography program was going to be tough in an accelerated program, but with perseverance and encouragement from the staff at the college I can proudly say I have successfully reached my goal, which at a time seemed so far out of reach.

I was first drawn to Eastwick College for its small class sizes, beautiful campus, state of the art technology, and most importantly they were an accredited institution. In an ultrasound program, I feel as though practice definitely makes perfect. A highlight that significantly guided me on my path to success was the various extra scanning hours that were available to me as a student. During my time as a student I took advantage of all of the extra scanning hours that they had available.

Going out on externship was a moment I looked forward to the entire two years of the program. I couldn't wait to put my skills that I learned in the lab into real life situations. Eastwick College has a long and reputable list of placement opportunities including major hospitals, doctor's offices, and imaging facilities. I have only finished my externship less than two weeks ago, and I am already going on my first interview tomorrow! I feel more confident than ever going on my interview. Eastwick has a great mock interview process that helps you go over the basics of interviewing so you don't feel overwhelmed for the real thing.

As a Registered Diagnostic Cardiac Sonographer certified by the ARDMS, the sky is the limit. I am proud to say I am the first person in my school's history to pass the Adult Echocardiography registry before completing externship. The number one priority as a sonographer is to ensure the patient is receiving proper treatment and care no matter how complicated the case. I am going to feel great going to work every day knowing I am making a difference for a family.

If you would have asked me where I would be today two years ago, I would have never imagined graduating with such an amazing feeling that I will soon be employed doing something that I love! Everyday I miss not being at my externship site. Real connections were made both at school and at my externship placement. I am looking forward to see what the field of Echocardiography has in store for me. I am proud to call Eastwick College my alma mater!

Sincerely,

Kristen Schimpf, BS, RDCS, RMA, CET

(b)(6)

April 27, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

I am writing to affirm the positive and rewarding experience I received attending Minneapolis Business College. The teachers were very knowledgeable and the administrative staff was friendly and helpful, answering any questions that I had. I was also impressed with the length of time that it took to complete the programs that Minneapolis Business College offered. I knew that I wanted to be in and out of college quickly so that I could start doing what I love.

I was attracted to the Paralegal Program because I have always had a passion for law and I definitely wanted to pursue a career in the legal field. The class sizes at Minneapolis Business College are small enough that I knew that if I needed help, I could approach my instructors and they would be willing to give me the guidance that I was seeking. I also formed friendships that I will have for the rest of my life.

The Placement Staff at Minneapolis Business College was extremely helpful in preparing me for my job search. They listened to my concerns about interviews and they found me a job in the area of law where I wanted to work -- I was offered the job the day after my interview! I am currently working at Clausen & Hassan, LLC, in Saint Paul, Minnesota as a Paralegal to one of the partners, and I am also the Office Manager of all three (3) of our office locations. I am incredibly grateful to the placement office for finding this amazing company and position for me.

As a Paralegal and office manager, I do a great variety of things including communicating with clients about their concerns or questions, preparing Motions and Affidavits, and managing our company's website. Motion practice is incredibly exciting and I have learned a lot about the clients we are helping. I know that the work I am doing could change someone's life.

My life has changed drastically since I graduated. I have a wonderful job in Saint Paul and I honestly could not imagine working anywhere else, and it is all due to Minneapolis Business College. Call me crazy, but a small part of me actually misses attending classes at Minneapolis Business College some days!

(b)(6)

Heather R. Bryant
Office Manager/Paralegal to Farhan Hassan

(b)(6)

May 5, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

I am writing to affirm the positive and rewarding experience I received attending SAE Institute, Nashville. The following are a few of the reasons I would recommend this institution to friends or colleagues in regards to furthering their education in the audio or music business field.

Having been a recording studio owner for 10 years I was faced with a tough decision. I had reached the peak of my career already in San Diego, California and needed to move in order to progress in my career. I decided I'd move to Nashville, spend some time away from recording and make a decision after some time in a different career path. After spending a year on the road, as a tour manager for bands and recording artists, I returned to Nashville and began planning the next step in my career. After some research I was attracted to the SAE's Audio Technology program because I could get the training I needed in less than 18 months while still maintaining a full time job.

While in school I had what felt like exclusive access to instructors. There were times where instructors would bring my work back to me and go over something one on one then present it as a different idea to the class, this allowed everyone to learn from each other while still getting the personal attention needed in certain situations. Not to mention there are instructors walking around campus who hold Grammy nominations and strings of number one hits. I knew from the first day I was working and learning with some of the most competent and qualified instructors who truly cared about the next generation of audio engineers.

Before graduating I had already secured a paid internship with a top studio in town, the only paid internship available. Since graduating I have been applying with local recording studios and music touring companies. I am confident I will find the perfect fit for me in the coming months.

Sincerely,

Keith Orfanides

(b)(6)



Michael Keller

(b)(6)

April 28, 2016

Honorable John King
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

I'm writing to you in regards to the quality of education provided at South Hills School of Business & Technology. I'm a 2008 graduate in their Business Administration Management & Marketing program and currently work in Human Resources at Penn State University.

Choosing South Hills for my postsecondary education was one of the best decisions I have ever made. Their small class sizes, focused curriculum, and the quality of instruction equipped me with the skills and knowledge for today's workforce. During my time at South Hills, the average class size was about 15 – 20 students. This provided a more engaged learning environment where students are encouraged to ask questions and participate in dialogue. When needed, the classes were small enough for one-on-one instruction.

In addition to the smaller class sizes, the content of the curriculum is highly focused on the core skills for each degree. For me, classes such as: management, marketing, advertising, sales, and business writing helped to build a solid foundation of skills.

Lastly, the instructors at South Hills are the most valuable asset to that institution. In terms of their teaching abilities, they have the ability to take complex business concepts and demonstrate them in real-world practical examples. This is because many instructors have professional experience in the courses they teach. Aside from their teaching abilities, the care and investment these teachers make in each student's life is remarkable. South Hills is appropriately described as one big family. I still keep in contact with many of the faculty, staff, and alumni. The companies at their career fairs are often represented by South Hills Alum. In fact, I obtained a position at Penn State University through networking with an alum at a career fair.

After graduating from South Hills, I was able to transfer my credits to Saint Francis University and finish my Bachelor's degree in two years. This was very convenient as it enabled me to work full-time for Penn State and continue my education by taking weekend classes taught at the South Hills' State College location. Although completing my Bachelor's degree was a significant achievement, the education and experience paled in comparison to my time at South Hills.

Sincerely,

(b)(6)

Michael Keller

April 29 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

I am writing to affirm the positive and rewarding experience I received attending Texas health and Science University MSAOM program. The teachers were very knowledgeable and the administrative staff was friendly and helpful, answering any questions that I had. I was also impressed with the length of time that it took to complete the programs that THSU offered. I knew that I wanted to be in and out of University quickly so that I could start doing what I love.

I was attracted to the Acupuncture program because I have always had a passion for Chinese Medicine when I was in Taiwan and I definitely wanted to pursue a career in the acupuncture field. The class sizes at THSU are small enough that I knew that if I needed help, I could approach my instructors and they would be willing to give me the guidance that I was seeking. I also formed friendships that I will have for the rest of my life.

The Placement Staff at THSU was also extremely helpful in preparing me for my job search. They listened to my concerns about interviews and they help me to pass board exam. I am from Taiwan, and I believed that the quality of this school faculty is as good as in Taiwan or China Chinese Medicine program.

I know that the work I am doing helps people live longer more comfortable lives. It feels good to provide an option for patients in our local healthcare system.

My life has changed drastically since I graduated. I have a wonderful career and I honestly could not imagine working anywhere else right now.

Sincerely,

(b)(6)

Kai-Chang Chan, MSAOM, L.Ac,

e-mail: (b)(6)

phone number: (b)(6)

April 28, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

I am writing to affirm the positive and rewarding experience I received attending the MBA in Healthcare Management program at Texas Health and Science University, located in Austin, Texas. The professors at that university were very knowledgeable and the administrative staff was friendly and helpful, guiding me through enrolling into the program and taking the courses. I was also impressed with the length of time that it took to complete the program that this university offered. I know that I have a clear goal to complete my education in order to upgrade my knowledge at a higher level.

I was attracted to the MBA in Healthcare Management program because I have always had a passion for a leadership position, and I definitely wanted to pursue a career in the healthcare field. The class sizes at the Texas Health and Science University are small enough that I knew that if I needed help, I could approach my instructors and they would be willing to give me the guidance that I was seeking. I also formed friendships that I will have for the rest of my life.

The Placement Staff at the university was also extremely helpful in preparing me for my job search. They listened to my concerns about interviews and they found me an internship position in the local area where I wanted to work. This real life experience helped me launch my own practice after graduation and now I am contributing to my local economy because I have hired over ten people to work for me.

I know that the work I am doing helps people live longer more comfortable lives. It feels good to provide an option for patients in our local healthcare system.

My life has changed drastically since I graduated. I have a wonderful career and I honestly could not imagine working anywhere else right now.

Sincerely,

(b)(6)

Maoyi Cai

(b)(6)

April 28, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

I am writing to affirm the positive and rewarding experience I received attending Texas Health and Science University (THSU) formerly Texas College of Traditional Chinese Medicine (TCTCM). The teachers were very knowledgeable and the administrative staff was friendly and helpful, answering any questions that I had. I was also impressed with the length of time that it took to complete the programs that this university offered. I knew that I wanted to be in and out of college quickly so that I could start doing what I love.

I was attracted to the Traditional Chinese Medicine program because I have always had a passion for helping people. I wanted to make a significant difference in others lives, and I definitely wanted to pursue a career in the healthcare field. The class sizes at THSU are small enough that I knew that if I needed help, I could approach my instructors and they would be willing to give me the guidance that I was seeking. I also formed friendships with both other students, and my instructors, that I will have for the rest of my life.

The Placement Staff at THSU was also extremely helpful in preparing me for my private practice. They listened to my concerns about the pitfalls of owning your own business and they found me a mentor in the area where I wanted to practice. This real life experience helped me launch my own practice after graduation and now I am contributing to my local economy because I have hired 3 people to work for me.

I am presently enrolled in the Doctoral Program at THSU, and I am equally impressed by my experience so far. I decided to continue my education at THSU because I know the caliber of education I'll be getting.

I know that the work I am doing helps people live longer more comfortable lives. It feels good to provide an option for patients in our local healthcare system.

My life has changed drastically since I graduated. I have a wonderful career and I honestly could not imagine working anywhere else right now.

(b)(6)

Roberto G Guerrero, MAOM, Tx.Lic.Ac.

(b)(6)

April 28, 2016

The Honorable John King
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. King:

I am writing to affirm the positive and rewarding experience I received attending the e Master Degree program at Texas Health Science University (THSU), then Texas College of Traditional Chinese Medicine. The teachers were very knowledgeable and the administrative staff was friendly and helpful, answering any questions that I had. I was also impressed with the ability to overload my schedule and thereby condensing my studies at THSU. I knew that I wanted to be in and out of college quickly, not only to save money on student loans, but also to start my new career right away.

I was attracted to the Master of Acupuncture & Oriental Medicine (MAOM) program because I have always had a passion for helping other and I definitely wanted to pursue a career in the medical field. The class sizes at THSU are small and intimate, allowing me to ask for help when needed. The faculty was approachable and offered great guidance.

Having access to practicing alumni and even the school's founder, Lisa Lin, was crucial in helping me plan and establish my business upon graduation. Coming from a family of entrepreneurs, I started my own business within 2 months of graduation. I have held a successful practice in downtown Austin for the past 6 years. I am currently collaborating with a physical therapist and a massage therapist in a new healing center.

I know that the work I am doing helps people live longer more comfortable lives. It feels good to provide an option for patients in our local healthcare system. In addition, I pay forward the assistance I received from THSU and mentor other new graduates in the acupuncture world.

I have recently enrolled in the doctorate program at THSU in hope of continuing my education and my career potential

Sincerely,

(b)(6)

Phyllis Kung, L.Ac.

(b)(6)

Mr. Anthony Bieda
Executive in Charge
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002

Dear Mr. Bieda:

I have affixed my signature to this letter to attest to the quality and the integrity of the education programs offered by ITT Technical Institute.

I have an established relationship with ITT Technical Institute, and am able to provide an objective assessment of the overall quality and integrity of the institution's governance, management, academic support systems and operations. In my experience, employing graduates of their academic degree programs and/or serving on a program advisory committee, ITT Technical Institute has consistently evidenced an unwavering commitment to its Mission, its students, and its graduates.

As an employer who appreciates and values the knowledge and technical skills taught at ITT Technical Institute, we rely on their graduates to fill our workforce needs. Also, like many other employers, we are concerned about the shortage of prospective employees who possess the critical thinking and skills needed to grow our business and support the global competitiveness of our nation's economy.

We rely on the fact that ITT Technical Institute's career-related educational programs are designed to integrate life-long learning with knowledge and skills to help its students and graduates pursue their personal interests and objectives, develop intellectual, analytical and critical thinking abilities, and provide service to their communities. We also appreciate the fact that ITT Technical Institute invests significant time and energy to ensure that our hiring needs are met by providing qualified and knowledgeable candidates for our consideration.

Thank you for the opportunity to comment on our positive experiences with ITT Technical Institute. As we have in the past, we look forward to working with ITT Technical Institute in the future to help fill our staffing needs.

Sincerely,

[Employers of ITT Technical Institute
9511 Angola Court
Indianapolis, IN 46268]

Page 002 of 342

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Mr. Anthony Bieda
Executive in Charge
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002

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Thank you for the opportunity to comment on our positive experiences with ITT Technical Institute. As we have in the past, we look forward to working with ITT Technical Institute in the future to help fill our staffing needs.

Sincerely,

Employers of the Newburgh, Indiana
ITT Technical Institute
10999 Stahl Road
Newburgh, IN
47630

Page 004 of 342

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Mr. Anthony Bieda
Executive in Charge
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002

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We rely on the fact that ITT Technical Institute's career-related educational programs are designed to integrate life-long learning with knowledge and skills to help its students and graduates pursue their personal interests and objectives, develop intellectual, analytical and critical thinking abilities, and provide service to their communities. We also appreciate the fact that ITT Technical Institute invests significant time and energy to ensure that our hiring needs are met by providing qualified and knowledgeable candidates for our consideration.

Thank you for the opportunity to comment on our positive experiences with ITT Technical Institute. As we have in the past, we look forward to working with ITT Technical Institute in the future to help fill our staffing needs.

Sincerely,

Employers of ITT Technical Institute
Dayton, Ohio campus

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Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Mr. Anthony Bieda
Executive in Charge
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002

Dear Mr. Bieda:

I have affixed my signature to this letter to attest to the quality and the integrity of the education programs offered by ITT Technical Institute.

I have an established relationship with ITT Technical Institute, and am able to provide an objective assessment of the overall quality and integrity of the institution's governance, management, academic support systems and operations. In my experience, employing graduates of their academic degree programs and/or serving on a program advisory committee, ITT Technical Institute has consistently evidenced an unwavering commitment to its Mission, its students, and its graduates.

As an employer who appreciates and values the knowledge and technical skills taught at ITT Technical Institute, we rely on their graduates to fill our workforce needs. Also, like many other employers, we are concerned about the shortage of prospective employees who possess the critical thinking and skills needed to grow our business and support the global competitiveness of our nation's economy.

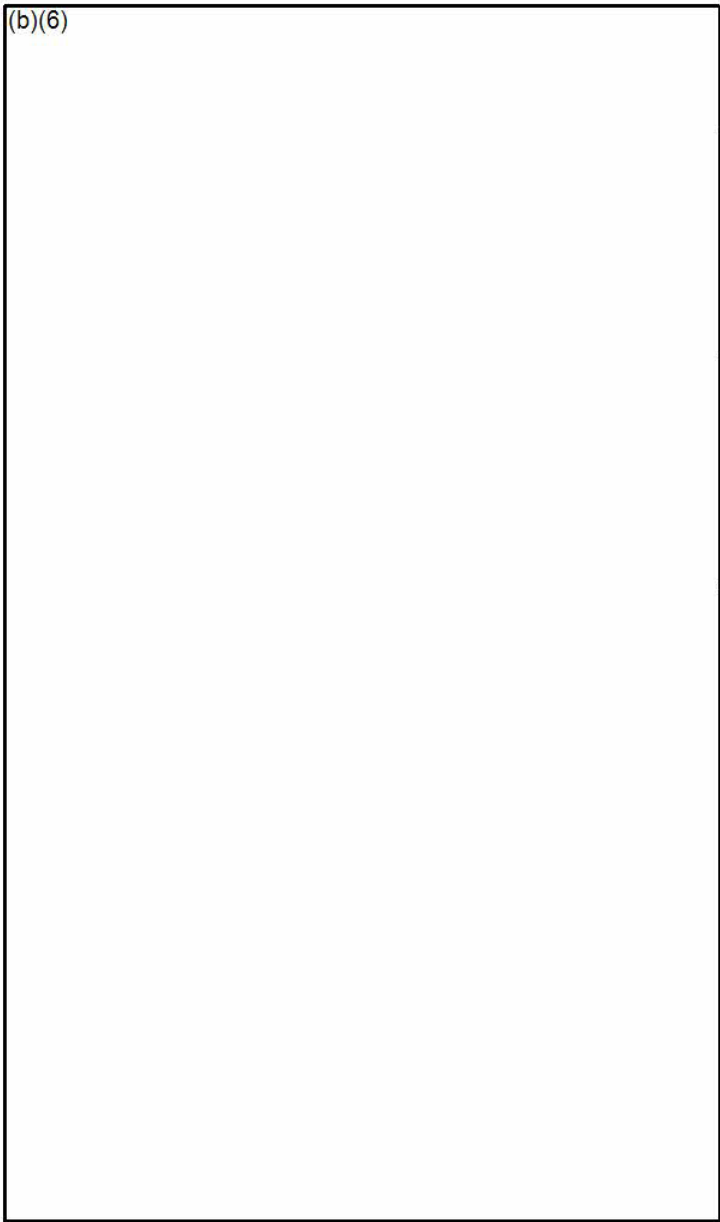
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[Insert the following on Signature Page Below
Name, Title
Organization]

(b)(6)



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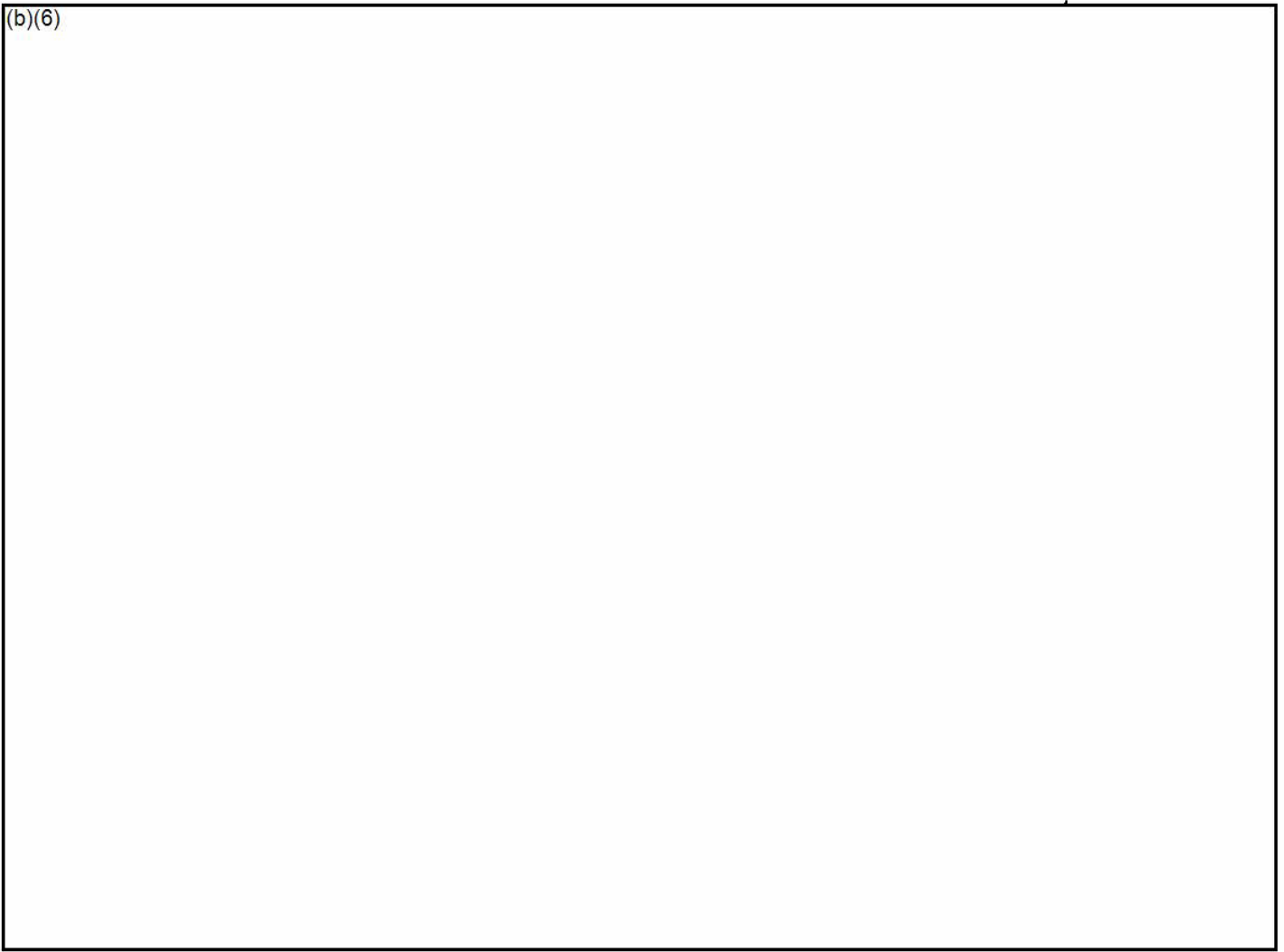
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ITT Technical Institute
Murray UT Employers
920 W. Levoy Drive
Murray UT 84123

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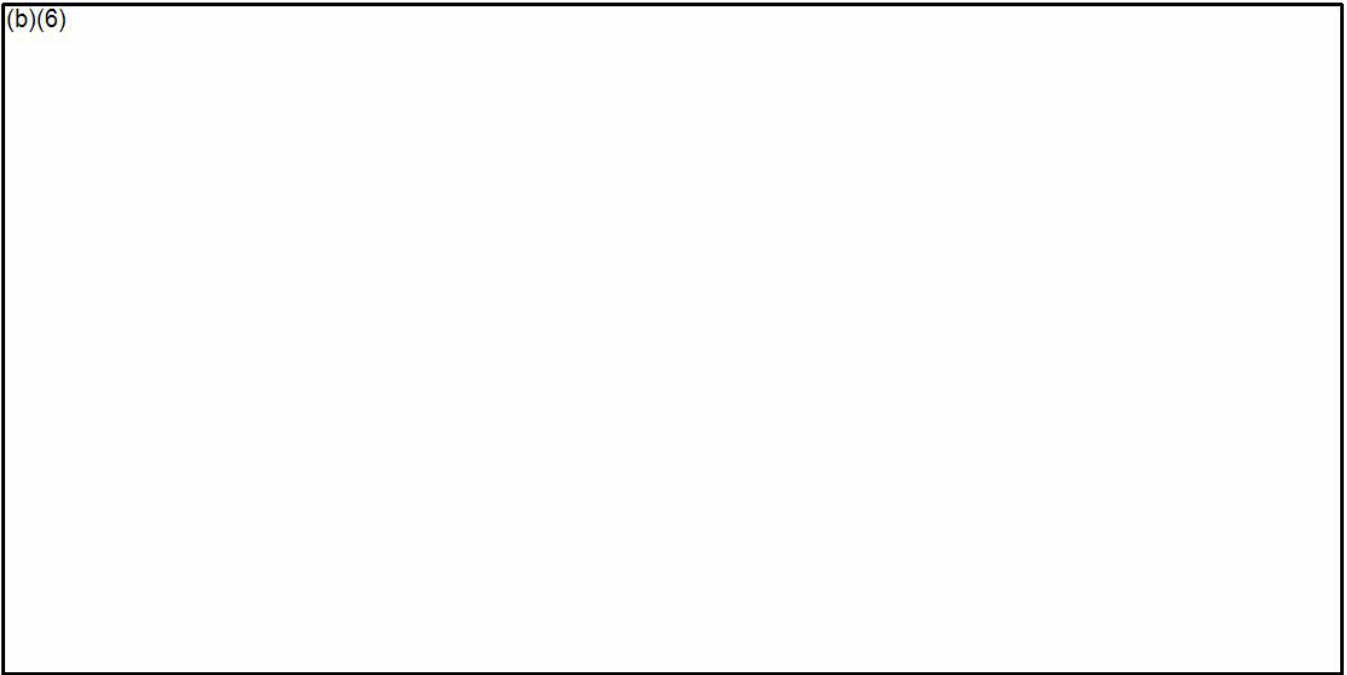
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Sincerely,

The Employer of ITT Technical Institute Earth City, MO Campus: