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## **Public Notice: Denial of Accreditation Renewal**

**July 18, 2014**

The DETC Accrediting Commission will provide written notice to the U.S. Secretary of Education, the appropriate state licensing or authorizing agencies and accrediting agencies at the same time it notifies the institution that the decision to deny accreditation is final. In addition, DETC will provide written notice to the public on its website of the decision within 24 hours of the final decision and provide a brief statement summarizing the reasons for the decision. (Procedure D.3. Notification and Information Sharing, *DETC Accreditation Handbook*)

At its June 2014 meeting, the DETC Accrediting Commission voted to deny renewal of accreditation to the following institution:

**CLEVELAND INSTITUTE OF ELECTRONICS  
1776 EAST 17th STREET  
CLEVELAND, OH 44114**

The Commission informed Cleveland Institute of Electronics (CIE) of this decision on July 9, 2014 and afforded the institution the opportunity to provide notice of its intention to appeal the decision by July 18, 2014. CIE did not elect to appeal. Therefore, the decision to deny renewal of accreditation and remove the institution from DETC's accredited list is effective July 18, 2014.

Summarized below are the accreditation standards that are the subject of the decision to deny renewal of accreditation.

### **Standard VI.A. Owners, Governing Board Members, Officials, and Administration**

*The owners, governing board members, officials, and administrators possess appropriate qualifications and experience for their positions and roles and have demonstrated the ability to oversee institutional operations. The governing board members are knowledgeable and experienced in one or more aspects of educational administration, finance, teaching/learning, and distance study. The institution has policies that clearly delineate the duties and responsibilities of governing board members, officials, and administrators. Individuals in leadership and managerial roles are qualified by education and experience.*

### **Standard I. B. Review and Publication of the Mission Statement**

*The instructors/faculty, administration, governing board, and institutional advisory committees, if the institution has a governing board and advisory committee(s), regularly review the mission statement, goals, and objectives. The current mission statement, goals, and objectives are widely promulgated and readily accessible to students, faculty, staff, and other stakeholders.*

**Standard I.C. Implementation of the Mission, Goals, and Objectives**

*The institution can demonstrate that it is effectively carrying out its mission, is attaining its goals and objectives, and is sharing appropriate information on its attainments with relevant groups. The institution identifies the key indicators it uses in determining how it is meeting its stated mission, goals, and objectives.*

**Standard II.A. Description of Program Objectives**

*Educational program objectives are clearly defined and simply stated. They indicate the benefits for reasonably diligent students. The character, nature, quality, value, source of the instruction, and educational services that are used to help students achieve the objectives are set forth in language understood by the types of students enrolled. If a program prepares for an occupation, field of occupations, or vocation, the objectives clearly state the types of occupations for which preparation is given.*

**Standard II.B. Appropriate Programs Objectives**

*The program objectives must be reasonably attainable through electronically delivered, online, or other methods of distance study. Appropriate objectives include the development of skills, providing job-related training, the imparting of knowledge and information, the training in the application of knowledge and skills, and the development of desirable habits and attitudes. Evaluation of the program is based on the announced objectives and the success with which students achieve the objectives.*

**Standard II.C. Comprehensive Curriculum**

*The curriculum is sufficiently comprehensive for students to achieve the stated program objectives, and its content is supported by sound research and practice. An institution has policies and procedures for determining credit hours as defined in C.9. Policy on Degree Programs and/or clock hours it awards for its courses and/or programs.*

**Standard II.D. Up-to-Date Curriculum**

*The curriculum/curricula reflect(s) current knowledge and practice. Effective procedures are used continuously to keep it/them up-to-date. Internal course/program reviews are conducted on a periodic basis.*

**Standard II.F. Examinations and Other Assessment**

*Examinations and other assessment techniques are adequate evidence of the achievement of the stated learning objectives and outcomes. The institution must publish its academic grading policies, assignment marking system, course extension policy, and information on issuance and completion of incomplete grades, and apply them with fairness and consistency.*

**Standard II.K. Educational Media and Learning Resources**

*Learning resources for faculty and students must be available and appropriate to the level and scope of program offerings. Program designers and/or faculty/instructors make effective use of appropriate teaching aids and learning resources, including educational media and supplemental instructional aids, in creating programs and in teaching students. The institution*

*makes effective provisions for students to access learning resources and libraries that are appropriate for the attainment of program learning outcomes.*

**Standard III.A. Student Inquiries and Submissions**

*Relevant student inquiries are welcome and are answered promptly and thoroughly. Accurate assessment, correction services, and counseling by instructors/faculty are provided for assignments/lessons and examinations. The institution has a process for maintaining and protecting the confidentiality of student records, e.g., grades, test results, etc.*

**Standard III.B. Individual Differences**

*Provisions are made to be responsive and flexible to meet the individual differences of students with diverse backgrounds, prior achievements, employment, and other relevant circumstances. Counseling and guidance are provided, as required, to assist students to satisfy institutional and program requirements, to achieve required program objectives and individual course learning outcomes, and to achieve their educational goals.*

**Standard III.C. Handling Unsatisfactory Student Progress**

*Students who are unable to make satisfactory progress through the program are encouraged to continue until they either show inability to make satisfactory progress or demonstrate satisfactory progress.*

**Standard III.D. Encouragement of Students**

*An active program designed to optimize interaction between the institution and the student is followed to encourage students to start, continue, and finish the program in which they have enrolled, if continuing and finishing are the student's goals.*

**Standard III.F. Appropriate Technology**

*The institution uses appropriate and readily accessible technology to optimize interaction between the institution and the learner and enhance instructional and educational services.*

**Standard IV.B. Student Records**

*Essential, accurate student records are adequately and securely maintained and readily accessible.*

**Standard V.A. Achievement of Student Learning Outcomes and Benefits**

*The institution articulates student learning outcomes, has a systematic and ongoing process for assessing student learning, and provides documented evidence that show that the results are used to improve programs, curricula, instruction, faculty development, and services, and the results meet appropriate benchmarked standards.*

**Standard V.B. Student Satisfaction**

*The institution regularly collects evidence that students are satisfied with the instructional and educational services provided as described in C.14. Policy on Student Achievement and Satisfaction.*

**Standard VI.C. Instructors/Faculty/Staff**

*The institution has a sufficient number of qualified instructors/faculty<sup>3</sup> to give individualized instructional service to each student. The institution maintains files containing the résumés and official transcripts of its instructors/faculty. Faculty are carefully screened for appointment and are properly and continuously trained with respect to institution policies, learner needs, instructional approaches and techniques, and the use of appropriate instructional technology. The institution has clear, consistent procedures to evaluate faculty performance.*

<sup>3</sup> Qualifications for degree-granting institutions are described in C.9. *Policy on Degree Programs.*

**Standard VI.F. Succession Plan**

*The institution has a written plan that outlines the process by which the leadership and management succession would be approached and realized. The plan should identify specific people, committees, or boards that would be responsible to carry on with the operation of the institution. The plan should be reviewed and revised on an annual basis.*

**Standard VII.A. Admissions Practices**

*The admissions policies, requirements, and practices of the institution fully conform to DETC Business Standard II. B. and C.9. *Policy on Degree Programs.**

**Standard VII.B. Enrollment Agreement (Contracts)**

*The written enrollment agreement and/or other written enrollment documents specify clearly the nature and scope of the course or program, the services and obligations of the institution, and the responsibilities, and obligations, financial and otherwise, of the student. Any changes in tuition, fees, and course or program policies and procedures must be made applicable to all future enrollees, not those currently enrolled. The institution must use a written enrollment agreement/contract that conforms to the provisions of DETC Business Standards II.A. and II.B. Students must be given copies of these written agreements/contracts and/or other written documents.*

### **August 1, Update**

When DETC informed CIE that the decision to withdraw accreditation was final as of July 18, 2014, it afforded CIE the opportunity to provide a written statement regarding the Accrediting Commission's decision. CIE did not provide a written statement.