

Analytic Self-Evaluation Report (ASER) (Avocational Institutions Offering English for Speakers of Other Languages)

PREPARING AN ASER/BASER - INTRODUCTION

These guidelines are provided to assist institutions offering avocational ESOL programs to prepare an Analytic Self-Evaluation Report (ASER) for the main campus and, if applicable, a Branch Analytic Self-Evaluation Report (BASER) for any branch campus, within the context of ACCET Document 2 – Standards for Accreditation and applicable policies. Refer to ACCET Document 31 – Definitions for definitions of main and branch campus. Although the instructions that follow specifically address preparation of the ASER, they apply identically to the BASER.

The ACCET Standards for Accreditation are articulated in broad terms in order to accommodate the necessary balance of structure and good practice, while recognizing the importance of flexibility for innovation. ACCET standards, policies, and procedures serve a number of purposes and functions, in the context of preparing an ASER, including the provision of:

- valid criteria by which the institution is evaluated; and
- reliable methodologies and practices to assess and enhance the quality of the institution's education/training and to ensure the systematic and effective implementation of an ongoing quality assurance and evaluation process.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAMS:

English for Speakers of Other Languages (ESOL) programs are English language courses or programs offered for avocational purposes. English for Speakers of Other Languages is the main subject being taught in these programs, which include, but are not limited to, Intensive English Programs. Students attend avocational ESOL programs for a variety of reasons, the most common ones being: (1) to prepare for study at American colleges, universities, or other educational institutions and (2) to enhance their language skills for personal or professional development.

ASER DEVELOPMENT

The completed ASER will present a comprehensive picture of the institution, including its mission, management, coursework, admissions, academic policies, and quality measures, along with the institution's plans for continued improvement and growth. As the institution formulates responses to the questions and statements under each standard in the ASER and, if applicable, the BASER and/or templates, it will conduct a critical self-evaluation of its policies, procedures, and practices, which will be subsequently reviewed during the on-site visit to evaluate the institution's systematic and effective implementation. Therefore, it is likely that some revision to policies, procedures, and/or practices will be made during the ASER development process, with self-analysis and improvement a positive outcome of the accreditation process. Additionally, the development of the ASER is designed to be a team effort, requiring a high level of commitment, input, and interaction across a broad cross-section of staff and faculty. Questions, ideas, and proposals raised in the course of preparing the ASER provide opportunities for team development.

ASER FORMAT AND CONSTRUCTION

There are nine major sections of the ASER which correspond to the nine broad ACCET Standards. For example, the broad Standard IX – Institutional Effectiveness is comprised of the following specific standards: IX-A Student Satisfaction, IX-B Employer/Sponsor Satisfaction, IX-C Certification and Licensing, and IX-D Completion and Job Placement. Under each standard is a set of questions/statements requiring a response from the institution. The institution must provide a written narrative in the space provided and, if applicable, attach any required supporting documentation. An error message will be generated if a questions/statement is left blank, and no response is provided. If a specific standard, in whole or in part, is not applicable to the institution, indicate such and explain the reason within the appropriate context. For example, all institutions must address Standard IV-C Externships/Internships; yet not all institutions offer programs with an externship/internship component. In that instance, the institution will respond by stating that this standard is not applicable, because none of its programs have externships/internships.

The following is an example of the first question under Standard II-A Governance in which a narrative response and the attachment of supporting documentation are required:

STANDARD II – GOVERNANCE AND MANAGEMENT

The institution is capably and responsibly managed.

- A. **Governance**: **The institution has a clearly identified and accountable governance structure which delineates authority for the approval of institutional policies and responsibility for the overall direction and effectiveness of the institution. This management structure ensures the integrity and capability of the institution and its compliance with statutory, regulatory, and accreditation requirements.**

ASER Questions/Statements:

1. What is the legal nature of the entity under which the institution operates? Provide copies of relevant institutional documents, such as certificates, charters, articles of incorporation, or partnership agreements. Include documentation pertaining to any dba (doing business as) name. Describe the ownership structure and list all owners of the institution, indicating the percentages of ownership held by each. If the institution is governed by a board of directors, provide a list of current board members. In the case of a publicly traded corporation, include a copy of the latest 10K report provided pursuant to SEC regulations.

Institution's Response: XYZ School/Center is a subchapter S corporation, which was incorporated in the State of XXX on May 5, 1982. The stockholders include XXX – 49% and XXX – 51%.

Supporting Documentation Attached: Articles of incorporation and ownership chart with ownership breakdown.

There also are templates with additional requirements and questions to be addressed by institutions offering specific types of programs/courses including: (1) Foreign Language Training and (2) Interactive Distance Learning. In the templates, specific ACCET Standards are expanded by adding Specific Field Criteria and Supplemental Questions/Statements, in order to elicit a more relevant and valid self-evaluation of the institution and emphasize those standards where unique characteristics are identified.

ASER SUBMISSION WITH ON-SITE VISIT REQUEST

At least one paper reference copy of the ASER/BASER, including all attached exhibits, must be available for the on-site evaluation team. If the institution operates branch campuses, a separate BASER must be completed for each branch location. The BASER and appropriate on-site evaluation fee are submitted for each branch location concurrently with the ASER for the designated main campus, unless the branch is being evaluated in a different review cycle. For institutions operating multiple training sites, separate from those classified as branch campuses, such sites (e.g. auxiliary classrooms) are included in the documentation presented with the respective ASER or BASER. Institutions should seek guidance from the ACCET staff, who are prepared to offer assistance on any of the issues for which either clarification or additional information is required.

The remainder of this document is intended to serve as a self-directed probe focused on individual standards, the sum of which represent a comprehensive analysis of the institution's training operations.

STANDARD I – MISSION, GOALS, AND PLANNING

The institution has a mission and goals that are compatible with the mission, scope, and standards of ACCET and has an effective planning process to enhance and improve the institution and its education, training, and services.

A. Mission: The institution clearly states its mission and makes it public. The mission defines the purpose of the institution and provides a definitive basis upon which to deliver and assess its education and training programs. The institution establishes and utilizes specific criteria to measure whether it is achieving its mission. The education and training provided by the institution are consistent with its mission, and the rationale for offering this education is documented by either an assessment of projected need and/or successful market experience.

ASER Questions/Statements:

1. Provide the institution's mission statement. When was the mission statement last reviewed for clarity and continued relevance?
2. Describe how the institution's mission statement is communicated to students, faculty, and the public.

3. Describe how the institution measures its success in meeting its stated mission. Indicate the measureable factors used to evaluate and document success.
4. Identify the institution's target population. Has that population changed in the past 24 months? If so, describe what impact the population change has had on the institution's mission.
5. Report enrollment by program for: (a) each of the previous two fiscal years; (b) the current fiscal year to date; and (c) projections for the next fiscal year.
6. Provide a needs analysis that supports the institution offering its programs at the enrollment levels identified above. Include documented evidence of the ongoing need for the programs, such as continued market demand, positive student outcomes, and a demonstrated history of successful training. Attach supporting documentation, as applicable.

B. Goals: The institution establishes broad goals that support the institution's mission and are consistent with the Principles of Ethics for ACCET Institutions. These goals guide the operation of the institution, including admissions, finances, education and training, management, and student services.

ASER Questions/Statements:

1. Identify the broad goals of the institution which: (a) support the mission and (b) guide key operational areas such as admissions, finances, enrollment, education/training, management, and student services. NOTE: Broad, overarching institutional goals should be similar to those identified in ACCET Document 1.1 - Principles of Ethics for ACCET Institutions and are different than the specific and measurable objectives included in the institution's one-year and longer-range plans described under Standard I-C Planning. (See Document 1.1.)
2. Describe how the institution's goals are consistent with the Principles of Ethics for ACCET Accredited Institutions.
3. Describe the process by which institutional goals were developed, who participated in their development, and how they are periodically re-evaluated for continued relevance to the institution's mission.
4. Identify how the institution ensures that its goals are understood at all levels of the organization. Include how, when, and where they are communicated, published, and/or posted.

C. Planning: The institution utilizes a planning process, consistent with its scope and size, to establish plans that support the institution's mission and goals. The plans are reviewed at least annually, updated regularly, and implemented to improve the effectiveness of the institution. There are sound, written one-year and longer range

(three to five year) plans that encompass both the educational and operational objectives of the institution. The plans include specific and measurable objectives, along with corresponding operational strategies, projected time frames, required resources, and method(s) for subsequent evaluation, that are utilized to measure progress in achieving the established objectives.

ASER Questions/Statements:

1. Attach a copy of the institution's current one-year and longer-range (three to five year) planning documents that identify specific, measurable objectives in areas of education and business. For each specific and measurable objective, include: (a) the operational strategies to achieve the objective; (b) projected time frames for implementation, completion, and evaluation; (c) estimated financial and personnel resources; and (d) method(s) for subsequent evaluation of the objective.
2. Describe the institution's planning process for establishing one-year and longer-range plans. Identify those participating in the planning process and the schedule by which plans are developed, reviewed at least annually, and updated regularly.
3. Describe how the plans are implemented and utilized to enhance and improve the institution and its education, training, and services. Provide a brief update on the institution's status in achieving the specific objectives identified in the one-year and longer-range plans.

STANDARD II – GOVERNANCE AND MANAGEMENT

The institution is capably and responsibly managed.

- A. Governance: The institution has a clearly identified and accountable governance structure which delineates authority for the approval of institutional policies and responsibility for the overall direction and effectiveness of the institution. This management structure ensures the integrity and capability of the institution and its compliance with statutory, regulatory, and accreditation requirements.**

Specific Field Criteria for English for Speakers of Other Languages: An institution that enrolls non-immigrant visa students is approved by the appropriate federal agencies and has an effective framework and written policies to ensure compliance with the regulatory requirements of these agencies. The institution has systems (such as internal reporting mechanisms) for the collection, review, and reporting of the maintenance of non-immigrant student status. The institution provides non-immigrant students with information on the responsibilities of maintenance of status. The school officials with primary responsibility for the institution's compliance with immigration regulations demonstrates a thorough knowledge of regulations concerning issuance and reporting requirements. These officials receive the training and resources necessary to stay current on federal regulations.

ASER Questions/Statements:

1. What is the legal nature of the entity under which the institution operates? Provide copies of relevant institutional documents, such as certificates, charters, articles of incorporation, or partnership agreements. Include documentation pertaining to any dba (doing business as) name. Describe the ownership structure and list all owners of the institution, indicating the percentages of ownership held by each. If the institution is governed by a board of directors, provide a list of current board members. In the case of a publicly traded corporation, include a copy of the latest 10K report provided pursuant to SEC regulations.
2. Describe any external authorities that provide oversight of or guidance to the operation of the institution (e.g. state boards). Provide copies of relevant documents, including either a current state license or an exemption letter with regulatory reference, as applicable.
3. Identify any other name under which the institution has operated, been accredited, or been licensed within the past ten years, and indicate applicable time frames.
4. List any other organizations that currently accredit the institution and identify the type of accreditation granted (e.g. programmatic, institutional, etc.). Attach a copy of the current accreditation grant letter/certificate.
5. Describe the extent of the services provided to the institution by outside legal counsel, a CPA, and/or other consultants, as applicable.
6. Identify the positions that comprise the senior management team located at the main campus of the institution or the corporate office. Describe the individual responsibilities, interaction, and reporting relationships within senior management. What is the relationship of senior management to the ownership/board of directors?
7. Describe the process by which institutional policies are developed, reviewed, and revised, including who is responsible for developing policies and who has authority to approve them. If applicable, identify the role played by corporate boards, advisory groups, and/or outside consultants in policy development.
8. Who ensures compliance with appropriate regulatory, statutory, contractual, and accreditation requirements, and by what process?

Supplemental Questions/Statements for English for Speakers of Other Languages:

9. If applicable, who is the Principal Designated School Official (PDSO) for the organization? How many additional Designated School Officials (DSOs) are on staff?
10. If applicable, how does the institution stay current on immigration issues? Who is responsible for monitoring operations to ensure compliance with DHS regulations?

11. If the institution is regulated, licensed, or approved by a state agency, provide that agency's contact information. Include a copy of any regulations and/or standards relating to the state's oversight of institutions offering ESOL programs, along with a narrative of how the institution monitors its compliance with such standards. Provide copies of documentation evidencing the institution's compliance with the agency's regulations and/or standards (e.g. evidence that the institution's cancellation and refund policy is consistent with the state's policy).

B. Institutional Management: The institution's management is responsible for developing and effectively implementing policies within an organizational framework that is clearly defined, understood, and effective. Written policies and procedures guide the day-to-day operations of the institution.

ASER Questions/Statements:

1. Attach an organizational chart that: (a) identifies the names and titles of all operational personnel (managers, staff, and faculty) at the institution; and (b) clearly delineates the relationships among them.
2. For a Branch Analytical Self-Evaluation Report (BASER), identify the positions that comprise the management team at the branch campus, along with a description of the primary responsibilities and direct supervisors of each position. Describe the reporting relationships of the management team at the branch to senior management at the main campus, as applicable.
3. Describe how the institution's policies and procedures are made available to faculty and staff. When and where are new and revised policies and procedures communicated, published and/or posted? How are they organized? If policies are contained in an operational manual(s), attach the table of contents.
4. Describe the methods by which faculty/staff provide feedback regarding the effectiveness of policies and procedures. Provide an example of improvements made to the institution and its programs as a result of such feedback.
5. Provide a detailed narrative describing how management monitors the institution and its processes to ensure the systematic and effective implementation of the institution's written policies and procedures.
6. As applicable, describe how the institution manages any additional locations (branches, auxiliary classrooms, and/or temporary classrooms) approved by ACCET.

C. Human Resource Management: The institution's management develops and implements written human resource policies and procedures. These policies and procedures ensure that qualified and capable personnel, at appropriate staffing levels, are effectively utilized and evaluated at least annually. These policies and procedures address the recruitment,

selection, hiring, orientation, supervision, evaluation, retention, training, and professional development of all personnel.

ASER Questions/Statements:

1. Attach a copy of the institution's written personnel policies and procedures for: (a) recruitment, selection, hiring, and orientation of new personnel; (b) supervision; (c) employee performance evaluation; and (d) professional growth and development.
2. Describe the process by which the institution monitors the performance of faculty and staff through formal evaluation, at least annually. How often are employee performance evaluations conducted, by whom, and how are they documented in personnel files? Attach a performance review schedule for all employees for the last 12 months, indicating when each was last evaluated.
3. In the institution's personnel policy, how are the following categories of personnel (faculty and staff) defined: (a) full-time, (b) part-time, and (c) contractual.
4. For each employee (faculty and staff) of the institution, attach: (a) a completed ACCET Document 6 - Faculty/Administrative Personnel Form or (b) a resume and a completed Section I of ACCET Document 6.
5. Provide the turnover rates during the past twelve months for: (a) faculty and (b) staff. Describe the causes and impact of this turnover. Identify the actions taken by management to optimize employee retention.
6. Describe how personnel policies and procedures are communicated to staff. Attach the table of contents of the employee handbook or manual, whether it exists in paper or electronic form.
7. Who is responsible for creating, maintaining, and periodically auditing personnel files? Identify the required documentation to be included in an employee personnel file. Attach a completed checklist for a sample personnel file.

D. Records: The institution has an organized record-keeping system that ensures all records are maintained in an accurate, orderly, and up-to-date manner. The record-keeping system facilitates ready access and review of these records by appropriate parties. All records are protected from unauthorized access and undue risk of loss. Employees and students have appropriate access to information contained in their files. Records are maintained for a period of time consistent with applicable statutes, regulations, and sound business and educational practices.

ASER Questions/Statements:

1. Describe the system(s) by which records are stored and secured to ensure ready access and review, while protecting from unauthorized access and undue risk of loss. Attach the institution's policy for ensuring confidentiality of student records.
2. Describe how the institution ensures that student records (e.g. academic, financial, etc.) are maintained in an accurate, orderly, and up-to-date manner. Identify who is responsible for creating, maintaining, and periodically auditing these records.
3. Indicate whether each of the following types of information (if applicable) is maintained electronically, in hard copy, or both electronically and in hardcopy: (a) admissions (e.g. application forms/enrollment contracts, placement tests, transcripts, student visa information, etc.), (b) student accounts, (c) student grades/transcripts, (d) attendance, and (e) counseling.
4. Describe the procedures for backing up electronic records, including the media type, schedule, and the location of the off-premise, back-up copy.
5. Attach a copy of the institution's written policy on the retention of student records, citing applicable statutes, regulations, and/or sound business and education practices.
6. Describe the institution's policy to ensure the rights of students and faculty to access and review their records. How are these policies communicated to students and staff?

E. Communications: Management ensures regular and effective communication among appropriate members of the institution on pertinent aspects of its operations, including the delivery of quality education, training services, and student services. To maintain operational effectiveness, periodic meetings with employees are conducted and appropriate documentation is maintained on significant issues, consistent with the size and purpose of the institution.

ASER Questions/Statements:

1. Describe how information is shared within the institution and identify the most common modes of communication (e.g. meetings, email, memo, etc.). If the institution is part of a larger organization, identify how information is communicated with the corporate office and/or other campuses.
2. Describe the types of meetings that are regularly scheduled with management, staff, and faculty. Identify the frequency of these meetings and the primary topics discussed. Attach sample written documentation of these meetings, including meeting minutes.

F. Professional Relationships: The institution establishes relationships, memberships, and affiliations with other organizations within the education/training and employer/

industry network. These relationships are maintained, utilized, and documented for the purpose of enhancing the quality of the education, training, and student services.

ASER Questions/Statements:

1. List the professional relationships that the institution maintains with: (a) other higher education institutions; (b) professional and trade associations; (c) industry/employer networks; (d) advisory boards; (e) government agencies; and/or (f) other organizations/agencies. Include a brief description of the nature of the relationship with each entity listed. For professional associations, identify the level of involvement (e.g. member, officer, etc.).
2. Provide examples of how these professional relationships enhance the quality and effectiveness of the institution's education, training, and student services.

STANDARD III – FINANCIAL CAPACITY AND RESPONSIBILITY

The institution is fiscally sound and demonstrates ethical financial practices.

- A. Stability: The institution demonstrates a record of responsible financial management with resources sufficient to provide quality education, training, and student services and to complete the instruction of all enrolled students. Financial reports provide clear evidence of financial stability and sound fiscal practices.**

NOTE: The overall financial stability of the institution will be determined by the Accrediting Commission following a review and assessment of the institution's financial statements by the Commission's Financial Review Committee in accordance with ACCET Document 27 – Policy on Financial Reporting and Financial Stability.

- B. Financial Procedures: The institution assesses its finances at adequate intervals, not less than quarterly. Written policies and procedures exist for proper financial controls and the supervision of financial management staff. Tuition charges are applied fairly and consistently. Receipt of tuition payments and other monies is properly recorded and tracked. Cancellation and refund policies are written, fair, and equitable; are consistently administered; and comply with statutory, regulatory, and accreditation requirements. Qualified and capable individuals manage and evaluate the effectiveness of the financial operations and practices.**

ASER Questions/Statements:

1. Describe how the institution monitors, analyzes, and controls its financial operations including: (a) the controls implemented by the institution to ensure that sound and ethical financial practices are followed; and (b) the individuals who are responsible for financial monitoring and the functions and authority of each. Attach a copy of the written policies for proper financial controls and supervision of financial management staff.

2. How frequently does the institution review and assess its finances? Who participates in the development and final approval of the budget?
 3. Describe all third-party contracts that provide consultative or administrative services affecting the financial status of the organization (e.g. accounting services, etc.).
 4. Are bond(s) or letter of credit(s) required by any regulatory/licensing authorities? If so, by whom, and in what amount(s)? Attach a copy of the bond(s) or letter of credit(s).
 5. Are the tuition, fees, and other charges consistent for all students who enroll at the same time? Describe any tuition discounts or waivers provided by the institution under contractual arrangements, within the past twelve months.
 6. Describe the process for receiving and depositing student funds as well as providing proof of payment. Do student financial records clearly identify: (a) the charges for tuition and fees, (b) the amounts and dates of each payment, and (c) the balance after each payment? Attach a copy of the policy and procedures governing the documentation of student accounts. Also attach an actual sample of a completed ledger card and/or accounts receivable (A/R) record for a student, company, or contract. Are these records maintained electronically and/or in hardcopy?
 7. Attach a copy of the institution's cancellation and refund policies, which must comply with ACCET Document 31.ESOL – Cancellation and Refund Policy, and, if required, applicable state regulations. If contractual agreements exist with companies or other sponsoring organizations, describe the impact of such agreements on these policies, if any.
 8. Attach a list of all drops/withdrawals that have occurred within the past six months. During the past six months, were all required refunds made within either forty-five (45) days from the documented date of determination or cancellation or, if applicable, the shorter time period required by state regulation? If not, provide an explanation for each late refund, including the remedial actions taken to ensure timely future processing.
 9. Attach a copy of the institution's written procedure for processing refunds. Also attach a sample of an actual completed refund calculation worksheet for a recently dropped/withdrawn student.
- C. **Financial Assistance/Scholarships: The institution ensures that any student financial assistance programs, including federal and state financial aid programs, institutional scholarships, and externally funded scholarships, are responsibly administered, governed by written policies and procedures, and in full compliance with relevant statutes and regulations. All student financial assistance is awarded in a fair and equitable manner.**

ASER Questions/Statements:

1. Identify any public or private funding available to students to cover the cost of their tuition. Describe the process by which these funds are internally administered and

monitored. If any public funds are utilized, describe the regulatory mechanism under which such funding is governed and administered.

2. Identify any scholarships offered by or at the institution. For each scholarship program, provide a description that includes: (a) the terms and conditions of awards; (b) source of funding; (c) application procedures and deadlines; (d) criteria used to select award recipients, (e) who selects the recipients, (f) number of awards granted; and (g) minimum and maximum number of awards granted.

STANDARD IV – CURRICULUM DESIGN AND DEVELOPMENT

The institution's curriculum design and instructional materials are up-to-date, educationally sound, and appropriate for the expected outcomes of the program/courses.

- A. Educational Goals and Curricular Objectives: The institution's programs and courses have appropriate educational goals and objectives. The curriculum content and learning experiences are preplanned and present a sound, systematic, and sequential educational methodology. Sufficient and appropriate knowledge and skill elements are included to meet the specific and measurable performance outcomes expected for the courses and programs.**

Specific Field Criteria for English for Speakers of Other Languages: All ESOL programs define specific objectives for sequential performance levels, with each level having clearly delineated language skills. Language proficiency levels are defined in accordance with sound educational standards and practice for ESOL English programs (e.g. beginner, intermediate, advanced) and nuances thereof (pre-intermediate, upper intermediate, etc.). Student-to-instructor ratios for ESOL programs are maintained at a level commensurate with the training presented and sound educational practice.

ASER Questions/Statements:

1. List all programs offered by the institution, along with the corresponding educational/vocational objectives of each program.
2. List the specific, measurable educational performance objectives (e.g. what knowledge and skill levels are expected of students at specified points throughout the program and upon completion) that have been established for each program/course.
3. How does the institution communicate the educational performance objectives for each course (as defined in IV-A 2) to students?
4. For each program, describe the organization and sequence of the coursework, including whether there is a prescribed linear sequence of coursework followed by students. How does the institution ensure that the content and related learning experiences of each program are appropriately organized and sequenced?

Supplemental Questions/Statements for English for Speakers of Other Languages:

5. For each program, identify: (a) the hours of instruction each week, (b) the total number of weeks, (c) the total number of clock hours, (d) the number of language proficiency levels, and (e) the length of each level in clock hours and weeks.
6. Describe how the pre-planned curriculum addresses language skill development (reading, writing, speaking, listening, etc.) across proficiency levels. Provide a copy of written learning outcomes for one proficiency level for each program.

B. Program/Instructional Materials: Program materials, including syllabi, lesson plans, instructional guides, and texts demonstrate the appropriate scope, sequence, and depth of each program or course in relation to the stated goals and objectives. Instructional materials, including supplementary textbooks, software, learning activities, visual aids, electronic links, and other teaching tools support the goals and objectives. All materials are up-to-date, readily available, and facilitate positive learning outcomes.

ASER Questions/Statements:

1. Describe the process for developing syllabi and lesson plans for the institution's programs and/or courses. How does the institution ensure consistency among instructor-developed syllabi and lesson plans? When does the institution distribute syllabi and communicate the performance objectives of each course to students?
2. Attach a copy of a representative course syllabus and lesson plan for each of the institution's programs.
3. Attach a list of primary textbooks, student guides, software, and courseware utilized for each program and/or course. Describe how these support the curricular objectives and educational goals. Include copyright or release dates, as applicable. If only licensed courseware is utilized by the institution, provide a narrative description of the terms and conditions of such agreement(s) as they relate to specific courses/courseware.
4. Describe the process and the frequency with which the institution selects primary and supplementary texts, software, and other courseware to ensure that all instructional materials effectively support the curricular objectives and educational goals. Attach the written policies and procedures that ensure that these materials are up to date and readily available on a consistent basis.
5. Attach a copy of the written policy for protecting against copyright and software license infringements. Where is it posted or published?

C. Externships/Internships: When required as a part of a program, an externship/internship or other training-related work experience is based on a preplanned outline of the specific knowledge, skills, and experience to be acquired. Written policies and procedures for the supervision and evaluation of externships/internships are established and followed to ensure

consistency and effectiveness. The institution provides a sufficient number of sites to ensure appropriate and timely learning experiences in its externship/internship program.

Specific Field Criteria for English for Speakers of Other Languages: *In accordance with SEVP regulation, no externships/internships may be conducted as part of the institution's ESOL offerings to non-immigrant students under the institution's Form I-20.*

- D. Curriculum Review/Revision: The institution implements effective written policies to continuously monitor and improve the curriculum. The policies include both soliciting and utilizing feedback from relevant constituencies (e.g. faculty, students, graduates, employers, and advisory/certification boards) and analyzing student outcomes, including student completion, and, if applicable, job placement results. The policies focus on a comprehensive review of the curriculum as it relates to the expected learning outcomes.**

ASER Questions/Statements:

1. Attach a copy of the written policies and procedures for curricular review. Describe the curriculum review and revision process including: (a) the schedule for reviewing specific programs; (b) positions with primary responsibility for the review and revision process, and (c) positions providing management oversight of the process.
2. As part of curriculum review and revision, describe the process by which performance objectives are regularly evaluated and updated in response to changing industry standards and/or certification/licensing requirements.
3. Describe how any external regulations, guidelines, and/or licensing requirements govern changes in the content of the institution's programs and/or courses. Attach a copy of these regulations, guidelines, and/or licensing requirements.
4. Provide evidence that the institution has examined current methodologies, theories, and materials as part of its curricular review process. Describe any changes made to the institution's curricula as a result of this review.
5. Describe how the curriculum review process considers feedback solicited from faculty, students, graduates, sponsors, and advisory boards, as applicable. Describe how and by whom this feedback is utilized, with specific reference to curriculum revision, curriculum design, content level, and curricular objectives. Attach documentation to evidence that solicitation and review of feedback occur on a regular basis, in accordance with the institution's written policy.
6. Attach a representative sample of the analyses produced during the most recent scheduled review of the curricula, and, if applicable, list examples of revisions made in any areas where the possibility for improvement was identified.

STANDARD V – INSTRUCTIONAL DELIVERY AND RESOURCES

The institution utilizes appropriate and effective instructional methods and other resources to ensure sound instructional delivery, which may be provided through a variety of delivery modes, including traditional classroom/lab instruction, interactive distance learning, and blended instruction.

- A. Instructional Methods:** Instructional methods encourage active and motivated responses from students. Written policies and procedures are in place to ensure that the curricula are followed and that there is consistency of application by all instructional staff. The instructional methodology is consistent with contemporary training industry standards and appropriate to the educational goals and curricular objectives, facilitates learning, and serves the individual learning needs and objectives of students. Instructional methods provide encouragement, challenges, and learning opportunities for all enrolled students, taking into consideration different learning abilities and styles, prior levels of achievement, and different learning modalities such as visual, audio, and kinesthetic.

***Specific Field Criteria for English for Speakers of Other Languages:** The institution employs classroom methods in which instructor use of language is minimized and student use of language is maximized.*

ASER Questions/Statements:

1. Describe the institution's preferred/prescribed instructional methodology utilized for each program and/or course. Include specific reference to how such methods actively involve students in learning. How does input obtained from professional organizations and/or other outside sources inform and influence the choice of instructional methodology?
2. How does the institution advise faculty of the institutional preferred/prescribed instructional methodology? What processes are in place to ensure a reasonable degree of consistency in methodology among instructors, in accordance with institutional policy?
3. Describe how the preferred/prescribed methodologies are: (a) supported by the relevant instructional materials, (b) suitable for the attainment of the educational objectives in each program and/or course, and (c) appropriate for the needs of the population served, including their various learning modalities (e.g., aural, visual, kinesthetic, experiential, etc.)
4. What guidance is provided to instructional staff on identifying and accommodating individual differences in the classroom to encourage and challenge students to achieve their educational objectives?
5. Describe how the institution ensures that its methods address both challenged and advanced students and provide the assistance needed by those students to enhance their learning experience.

6. What is the institution's established teacher-to-student ratio in lecture and lab? Indicate the rationale for determining the established ratio.

B. Learning Resources, Equipment, and Supplies: Learning resources support the goals and objectives of the programs offered by the institution. Adequate, appropriate, up-to-date, and functional equipment, learning resources, supplies, and furnishings are readily available for instructor and student use and for the effective delivery of the institution's education and training.

ASER Questions/Statements:

1. Attach a list (organized by program) that identifies: (a) the name and quantity of all training-related equipment; (b) primary consumable supplies; (c) furnishings; and (d) learning resources.
2. Identify the maximum student-to-equipment ratio for different types of core, training-related equipment for each program and/or course. Explain how this is consistent with sound educational practice.
3. Attach a copy of the written policy and procedures designed to ensure that adequate quantities of equipment/supplies are maintained and equipment is upgraded and/or replaced on a regular basis. How does the institution ensure the systematic and effective implementation of this policy to provide adequate equipment/supplies and equipment that is up to date and in working order? Identify the personnel responsible for the procurement and distribution of equipment and supplies.
4. Describe the scope and availability of learning resources (e.g. library, computer laboratory, internet access). How are these resources utilized by students and/or faculty to enhance the institution's educational and training services?

C. Facilities: The institution's facilities are appropriate for the education, training, and student services offered. Instruction is conducted in a safe, accessible, sanitary, and comfortable environment conducive to learning. The facilities meet all applicable local, state, and federal requirements.

ASER Questions/Statements:

1. Identify whether the facility is owned or leased/rented. Provide a description of the facility and attach a copy of the floor plan which clearly identifies the square footage and the function of each space (e.g. classrooms, labs, library, offices, and storage).
2. If the institution has approved auxiliary classroom(s), indicate the address of each and provide a floor plan that clearly identifies the square footage and the function of each space. Include a list of programs/courses offered and staff/faculty assigned to each location.

3. Identify whether the institution utilizes (on a temporary, intermittent basis) additional training facilities, such as contracted hotel space or company-provided space. If so, identify the date, location, program and/or course offered, and the number of students served at these facilities. NOTE: This section does not apply to additional locations classified by ACCET as branches or auxiliary classrooms.
4. Describe the measures taken by the institution to ensure the security and safety of students. Attach documentation of the most recent fire inspection, certificate of occupancy, health department certificate, etc., as applicable.

STANDARD VI – QUALIFICATIONS AND SUPERVISION OF INSTRUCTIONAL PERSONNEL

The institution ensures that qualified instructors, under professional and capable direction, effectively deliver educational and training services.

- A. Qualifications of Instructional Personnel: Instructional personnel possess the appropriate combination of relevant educational credential(s), specialized training and/or certification, work experience, and demonstrated teaching and classroom management skills, which qualifies them for their training assignments. Instructional personnel meet all relevant accreditation, federal, state, local, and/or industry-specific requirements.**

***Specific Field Criteria for English for Speakers of Other Languages:** The institution maintains written policies that define the minimum levels of education, training, and experience required of instructors. Instructional staff must have at least: (1) a bachelor's degree with a minimum of three months of full-time equivalent ESL or foreign language classroom teaching experience or (2) a bachelor's degree, along with a certificate in teaching ESL or a foreign language that includes a practice teaching component. Instructional staff also must demonstrate near-native proficiency in English.*

ASER Questions/Statements:

1. Identify the minimum qualifications and any other criteria utilized by the institution to select and hire instructional personnel, including: (a) educational credential(s); (b) specialized training; (c) work experience; and (d) demonstrated teaching and classroom management skills. Where are these minimum qualifications and other selection criteria for instructional personnel published and/or posted?
2. Identify any minimum education/training and/or certification criteria for instructors required by regulatory or licensing authorities.
3. Describe how the institution assesses, as part of its standard hiring practices, a candidate's teaching and classroom management skills.

- B. Supervision of Instruction: Individuals with relevant education and experience in instructional delivery and management supervise instructional personnel. Supervisors of instructional personnel demonstrate good practice in the evaluation and direction of instructors. Regular classroom observations are conducted at least annually by qualified supervisors and, along with student and supervisory feedback, are documented and effectively utilized to enhance the quality of instruction.**

ASER Questions/Statements:

1. Identify those responsible for the supervision of instruction. Attach the job description for the supervisory position(s) which identifies: (a) the specific instructional supervisory duties and (b) the minimum qualifications for the position(s) in terms of relevant education and experience in instructional delivery and management. For those currently serving in the supervisory position(s), describe each individual's qualifications, including all relevant education and experience.
2. Attach a copy of the institution's policy on the supervision of instructors, including classroom observations. Also attach a copy of the evaluation form utilized to document classroom observations.
3. Describe the process for the supervision and regular evaluation of instructors. As part of this process, identify how classroom observations are regularly conducted including: (a) who conducts the classroom observations; (b) how often the observations occur; (c) how feedback from the observations is recorded and shared with the instructors; and (d) what steps are taken to ensure that instructors implement any suggestions for improvement. Describe any other form of instructor evaluation (e.g. peer observations or self-evaluation) and how these benefit the programs.
4. How are the concerns, suggestions, and other feedback from student, graduate, and employer/sponsor evaluations communicated to instructors?
5. What is the institution's process for arranging for substitute instructors when there is a need? Who is assigned this responsibility? Does the institution maintain a current list of substitute instructors who are readily available?

- C. Instructor Orientation and Training: The institution develops and implements written policy for the effective orientation and training of instructional personnel to ensure a consistent, high level of instruction. Regular and relevant in-service training and/or professional development of instructional personnel are conducted and documented.**

ASER Questions/Statements:

1. Attach a copy of the written policy and procedures regarding the orientation of new instructors. Who is responsible for new instructor orientation? Detail the means by which the orientation process is consistently implemented and documented. If an orientation checklist is utilized, attach a copy.

2. What training, specifically in teaching methodology, is given to newly hired instructors who have industry experience, but limited prior classroom experience? Attach supporting policy documents and samples of training materials used.
3. List the materials made available to instructors to orient them to: (a) their responsibilities and (b) the institution's methodologies, curricula, equipment, policies, and procedures.
4. Describe in-service training provided by the institution for its instructors to improve their quality of instruction. Attach a copy of sample documented evidence of in-service (e.g. attendance sign-in sheets, meeting minutes, training materials). Also attach a schedule of in-service training sessions for: (a) the past 12 months and (b) the future 12 months.
5. List the external workshops, seminars, and/or conferences that instructors attended during the last 12 months to improve the quality of their instruction and/or to ensure that they stay current in their field. Are the costs of these events paid by the institution?
6. Describe how the institution ensures that instructional personnel stay current on issues relating to teaching theory and methodology within the industry/profession.
7. Do the personnel files of faculty contain evidence of: (a) licensure and/or certifications; (b) continuing education; and/or (c) other professional development? Attach sample documentation. Are professional development experiences or continuing education credits required by the state or professional certification bodies to maintain licensing/certification? If so, describe.

STANDARD VII – ADMISSIONS AND STUDENT SERVICES

The institution recruits and enrolls only qualified students who can reasonably be expected to benefit from the education and training services and provides student services appropriate to their needs.

- A. Recruitment: Informational and promotional materials, advertising, and representations made by or on behalf of the institution for recruiting purposes make only justifiable and provable claims regarding the courses, programs, costs, location(s), instructional personnel, student services, outcomes, and other benefits. All communications with prospective students are ethical, honest, and consistent with ACCET policies. The institution does not state or imply that employment, occupational advancement, and/or certification and licensing are guaranteed.**

***Specific Field Criteria for English for Speakers of Other Languages*: An institution that recruits students from outside the United States uses marketing/sales methods that may include: (1) the establishment of overseas admissions offices, (2) appointment of counseling agents, (3) attendance at educational fairs, and/or (4) advertisement on websites, radio, television, social media, the internet, and other mediums.**

ASER Questions/Statements:

1. Describe how the institution advertises and promotes its education/training, to include all means and media utilized (e.g. print media, radio, TV, direct mail, brochures, website, social media, and the internet). Identify the URL for the institution's website and social media. Attach a copy of sample ads and promotional brochures.
2. Do all promotional materials advertise the institution's programs using only the program titles approved by ACCET and the state, as applicable?
3. If the institution is ACCET accredited, describe how the institution's accredited status is represented in promotional materials.
4. Who is responsible for coordinating and monitoring the advertising campaign for the institution? How does the institution ensure that informational and promotional materials make only justifiable and provable claims in compliance with ACCET Document 30 – Policy on Recruiting, Advertising, and Promotional Practices and any applicable state or federal regulations? Attach a copy of the written policies and procedures to ensure such compliance.

Supplemental Questions/Statements for English for Speakers of Other Languages:

5. Describe all of the communication channels through which potential students receive promotional information (e.g., personal contacts, advertising, official organizations, public fairs, the educational establishment, websites, and overseas representation).
6. Does the institution make use of recruiting agent(s) in other countries? If so, describe the relationship between the institution and the agent(s), including the type of agreement signed. Provide a copy of the agreement or contract between the institution and the recruiting agent(s), including the provisions to ensure that agents operate and communicate to prospective students in an honest and ethical manner.
7. If applicable, how does the institution ensure its compliance with DHS regulations regarding the recruitment and admission of international students?

B. Admissions/Enrollment: The institution's written policies for admissions and enrollment are clearly stated, defined, and in compliance with statutory, regulatory, and accreditation requirements. Reliable and regular means are utilized to ensure that, prior to acceptance, all applicants are able to benefit from the education and training services, consistent with ACCET policies. The enrollment process, including any online process, is preplanned, effective, and regularly monitored by the institution to ensure its integrity.

The written enrollment agreement, contract, or application, as applicable, is furnished to appropriate parties before any payment or obligation is made and clearly identifies the rights, obligations, and responsibilities of all parties. This document includes: (1) all costs stated in clear and explicit language, and (2) cancellation and refund policies that comply

with statutory, regulatory, and accreditation requirements.

Specific Field Criteria for English for Speakers of Other Languages: *The institution's enrollment documents (including enrollment agreements and catalogs, as applicable) are to be provided in a language the applicant understands. If these enrollment documents are not translated into the applicant's native language, the applicant must sign an attestation that s/he was provided the enrollment documents and given ample opportunity to review and understand the terms and conditions of enrollment, including the institution's refund policy, prior to signing the enrollment documents.*

ASER Questions/Statements:

1. Describe the admissions process including the typical chronology of events for: (a) individual enrollments (b) group, and/or (c) third party-funded enrollments, as applicable. If differing admissions criteria and/or admissions processes exist for different programs, clearly describe each process. Attach a copy of the institution's written admissions policies and procedures. Also attach a copy of any handbook, scripts, and/or other materials which guide the admissions process.
2. What regular and reliable methods are incorporated into the admissions process to ensure that, prior to acceptance, prospective students are able and qualified to benefit from the education and training services? If an entrance examination is administered, identify: (a) the examination, (b) how it was selected or developed and determined to be a valid and reliable testing instrument, and (c) the minimum cutoff scores required for admissions.
3. Define the responsibilities and authority of all individuals involved in the admissions process. Describe how the admissions process is systematically and effectively monitored by management to ensure integrity.
4. How does the institution ensure that students are informed of the respective rights, obligations, and responsibilities of all parties, including a clear and explicit statement of all costs, as well as cancellation and refund policies, prior to signing the enrollment agreement/contract?
5. Provide a sample enrollment agreement/contract, which clearly indicates that a copy of the signed and executed agreement must be furnished to the signatory parties before any payment or obligation is made. Provide a copy of any student catalog or handbook used as part of the admissions process.
6. Describe how the institution ensures that enrollees understand the application/enrollment documents, providing supporting documentation as applicable.

Supplemental Question/Statement for English for Speakers of Other Languages:

7. If applicable, describe how and when the institution provides non-immigrant students with information on the responsibilities of maintenance of their student status.

- C. Transfer of Credit: A vocational institution has written policies and procedures that ensure the fair and equitable treatment of students relative to the transfer of credit to and from the institution. The institution provides clear, complete, factual, and timely information regarding its transfer policies and practices. All institutions making statements relative to the acceptance of their coursework for credit by another institution have documented evidence to support such statements.**

ASER Questions/Statements:

1. If the institution makes reference in its promotional materials or other documents to the acceptability of its coursework for credit at other institutions or organizations, what articulation agreements or other supporting documentation form the basis of these claims? Provide samples.

- D. Student Services: Student services are provided consistent with the mission and learning objectives of the institution and include such services as student orientation, academic and non-academic advising, tutoring, job placement assistance, extracurricular activities, and housing, as applicable.**

***Specific Field Criteria for English for Speakers of Other Languages:** The institution provides to international students a broad range of support services such as housing, cultural orientation, and activities, etc.*

ASER Questions/Statements:

1. List and describe the various student services provided by the institution to enhance students' academic, personal, and/or professional development. Such services typically include academic advising, tutoring, housing, extracurricular events, internet access, and internet access.
2. Describe how the institution ensures that its student services: (a) meet the needs of students requiring additional instructional support and (b) address the varying levels of ability, age, background, prior education and work experience of its students. Attach documentation to evidence that students make regular use of student services.
3. If the institution provides a student handbook or guide, attach the table of contents.

Supplemental Questions/Statements for English for Speakers of Other Languages:

4. If applicable, provide sample promotional literature that describes the support services offered to international students.
5. If applicable, describe housing assistance that the institution provides to students in arranging homestays, campus housing, apartments, or other housing arrangements. Describe the process for securing, assessing, and continually evaluating student housing.

Who is responsible for these tasks? How does the institution verify students' satisfaction with their accommodations? Provide sample documentation.

6. Does the institution provide assistance to students who wish to continue their studies in American universities, colleges or other educational institutions? If so, describe the assistance given students in choosing the appropriate institution and completing the application process.
7. Describe the orientation provided both prior to arrival and on site. How does the institution assist students through their stay with problems arising from linguistic breakdown, cross-cultural differences, or overly high or false expectations? Does the institution assist students' cultural adjustments to living abroad by providing orientation (both written and oral) to students regarding the local community, customs, and regulations?
8. If applicable, provide a copy of the information the institution disseminates to students regarding the availability of health insurance coverage.

STANDARD VIII – STUDENT ASSESSMENT AND ACHIEVEMENT

The institution utilizes appropriate and educationally sound methods to assess student performance, attendance, and achievement.

- A. Performance Measurements: Performance measurements are written, periodically evaluated, and updated to ensure instructional effectiveness. The institution has a sound, written assessment system that contains a set of defined elements, such as grading scale, weighting factors, tests, quizzes, reports, projects, attendance, and participation, that are appropriately related to the performance objectives of the program or course. The institution clearly and effectively communicates the assessment system to students at orientation and/or the beginning of the course/program.**

Specific Field Criteria for English for Speakers of Other Languages: Valid and reliable assessment instruments are consistently administered by the institution, including during the initial assessment of all enrollees for placement into appropriate levels.

The institution measures the success of its programs against recognized benchmarks by providing documented evidence of at least one of the following: (1) a valid and reliable exit proficiency exam (which is generally an external exam) administered to students who complete at least 12 weeks of language training, and/or (2) a comparison of the institution's current curriculum with a recognized language framework [the Common European Framework of Reference for Languages (CEFR), the Canadian Framework of Reference for Languages, the Global Scale of English (GSE), the American Council on the Teaching of Foreign Languages (ACTFL), the Association of Language Testers in Europe (ALTE), or the Defense Language Institute (DLI)], along with level advancement assessments completed by the institution's students that demonstrate the alignment of the institution's curriculum with the recognized framework. The institution must demonstrate that it compiles, analyzes, and utilizes the data obtained from measuring its programs against recognized benchmarks to improve the

institution and its training and services.

ASER Questions/Statements:

1. Describe the overall assessment systems that have been developed to measure student attainment of specified performance objectives for each program: (a) Provide the grading scale used. Does the same scale apply to all programs? Are the relations between letter grades and numeric grades/grade points clearly defined and consistent with industry norms? (b) How are various elements of the assessment system weighted to produce a final course grade and cumulative program grade? (c) Are attendance performance and/or class participation factored into numeric grades? What weight(s) are they given relative to other assessment components? (d) What written or computerized evaluation/testing instruments are utilized, and at what points during the program or course are they administered? (e) Describe any other forms of assessment (e.g. portfolios, self-assessment, etc.).
2. Describe how the institution ensures that all faculty consistently adhere to the institution's assessment system and grading policies. Describe how the institution handles misplacements in the initial proficiency levels.
3. Describe the processes by which written evaluation/testing instruments are: (a) developed or selected and (b) periodically evaluated for continued validity relative to the stated educational performance objectives. Indicate the extent to which these evaluation/testing instruments are standardized.
4. Identify how the institution ensures that students are aware of and understand the assessment system by which they will be evaluated.

Supplemental Questions/Statements for English for Speakers of Other Languages:

5. Which testing instrument is used for initial assessment to determine the applicant's English skills for placement into skill levels? If this instrument was developed in-house, describe the process by which it was developed and demonstrate that the testing instrument is valid and reliable. Either way, explain how test results are correlated to the proficiency levels embodied in the institution's own system of sequential performance levels.
6. Describe how the institution measures the success of its programs against recognized benchmarks by providing documented evidence of at least one of the following: (1) a valid and reliable exit proficiency exam (which is generally an external exam) administered to students who complete at least 12 weeks of language training, and/or (2) a comparison of the institution's current curriculum with a recognized language framework [the Common European Framework of Reference for Languages (CEFR), the Canadian Framework of Reference for Languages, the Global Scale of English (GSE), the American Council on the Teaching of Foreign Languages (ACTFL), the Association of Language Testers in Europe (ALTE), or the Defense Language Institute (DLI)], along with level advancement assessments completed by the institution's students that demonstrate the alignment of the institution's curriculum with the recognized framework.

7. If applicable identify the exit proficiency exam utilized, including the publisher and version of the testing instrument.
8. Demonstrate that the institution analyzes the data obtained from measuring its programs against recognized benchmarks (through an exit proficiency exam or comparison of the curriculum against a recognize framework) and utilizes the data to improve the institution and its programs, by providing an example of enhancements made as a result of this data analysis.

B. Attendance: The institution establishes and implements written policies and procedures for monitoring and documenting attendance. The attendance policy ensures that student attendance and participation are consistent with: (1) the expected performance outcomes of the course or program and (2) statutory, regulatory, and accreditation requirements, including at a minimum the required student attendance rate established by the Accrediting Commission. The institution publishes a clear description of its attendance requirements and informs students of their attendance on a regular and timely basis.

ASER Questions/Statements:

1. Attach a copy of the institution's written attendance policy, consistent with Document 35 - Policy on Attendance Requirements, to include: (a) a minimum attendance requirement of at least 80%, (b) provisions for tardies and early departures, (c) policy relating to make-up work, if applicable, (d) a description of excused absences, if applicable, and (e) leave of absence policy, if applicable.
 2. Describe how attendance requirements and documented attendance performance are communicated to students in a timely and informative manner. If a student fails to meet the minimum benchmarks for attendance performance, what are the ramifications (e.g. probationary status, repetition of a course(s), or termination)? Attach a representative sample of documentation evidencing implementation of such actions.
 3. How is student attendance and punctuality recorded in the classroom? How, when, and by whom is this information collected and documented in students' permanent records?
 4. What processes are in place to ensure that attendance records are reliably and accurately maintained? Attach sample copies of various attendance documentation, including (a) daily/weekly individual and/or class records, (b) end-of-program records, and/or (c) individual transcripts.
- C. Student Progress: The institution effectively monitors, assesses, and records the progress of students utilizing the sound and clearly defined assessment system established by the institution. Semester credits, quarter credits, clock hours, and/or continuing education units are used to denote the successful completion of the education and training services. Student progress is documented consistently in accordance with institutionally established performance outcomes and is communicated to all students. Students are informed of their progress on a regular and timely basis. The institution publishes a clear description of its**

requirements for satisfactory student progress and utilizes sound written policies and procedures to determine student compliance with these requirements and to document the results.

Specific Field Criteria for English for Speakers of Other Languages: *The institution has a written satisfactory progress policy consistent with ACCET requirements. Students demonstrate normal progress through academic levels in a sequential manner (e.g. intermediate follows beginner, etc.). Progression to the next performance level is determined by the institution based on written criteria that are educationally sound and specific and measurable for evaluating language competency. The evaluation must include reading, writing, listening, and speaking, unless the published program objectives clearly specify a narrower focus (e.g. speaking). Levels may be repeated by a student, based on a sound written and well-documented rationale established by the institution, provided that the student's maximum cumulative total length of language training is no more than 36 months at the institution. Documented individualized learning plans must be prepared by the institution and available for those students who are required to repeat a level more than once.*

ASER Questions/Statements:

1. Attach a copy of the written satisfactory progress (SP) policy used by the institution to monitor, assess, and record student progress, consistent with the institution's assessment system and Document 18.ESOL - Satisfactory Progress Policy. How does the institution implement the policy in a systematic and effective manner to ensure that student progress is monitored in a timely and accurate manner? What units are used to record student progress on transcripts or other documents (credit hours, clock hours)? To whom are grades reported, and by what procedure are they recorded and reviewed to determine student progress?
2. Describe how assessment standards and results are communicated to students in a timely and informative manner. If a student fails to meet the minimum benchmarks for academic progress, what are the ramifications (e.g., probationary status, repetition of a course(s), or termination), and how is the student made aware of his or her required action?
3. How does the institution ensure that the overall assessment system is consistently implemented by all faculty?

Supplemental Question/Statement for English for Speakers of Other Languages:

4. Describe the appropriate, specific, and measurable criteria (academic and attendance) used by the institution to determine whether a student advances to the next performance level, and identify who is involved in the determination. Demonstrate that the institution evaluates language competency, including reading, writing, listening, and speaking, unless the published program objectives clearly specify a narrower focus. Attach a copy of the written policy provided to faculty and to students regarding level advancement.

IX. INSTITUTIONAL EFFECTIVENESS

The institution utilizes appropriate methods of evaluation to assess institutional effectiveness and to ensure that student outcomes are consistent with the institution's mission and the benchmarks established by the Accrediting Commission.

A. Student Satisfaction: The institution establishes and implements written policies and procedures that provide an effective means to regularly assess, document, and validate student satisfaction relative to the quality of education, training, and student services provided. Open lines of communication with students exist and demonstrate responsiveness to student issues. Interim evaluations and a final evaluation upon completion of the term of enrollment are specified components of determining student satisfaction. Student feedback is utilized to improve the education, training, and student services provided by the institution.

ASER Questions/Statements:

1. Attach a copy of the institution's written policy to regularly assess, document, and validate student satisfaction with the quality of education and training offered. Describe how the institution systematically and effectively implements the policy, including: (a) how frequently student satisfaction is assessed, (b) how student feedback is documented, (c) who analyzes the feedback, (d) how the feedback is communicated to appropriate personnel, and (e) how feedback is utilized for the improvement of the training and operation of the institution.
2. Attach a copy of the questionnaire(s) or form(s) used by the institution to solicit feedback from students. Provide an example of when an analysis of student feedback resulted in improvements to the training or operation of the institution.
3. Describe the means by which the institution ensures that open lines of communication exist to facilitate responsiveness to student issues. Relate relevant examples.
4. Attach a copy of the institution's written policy informing students of the process for advancing concerns/grievances to management and for management's timely response.
5. Where does the institution publish and post contact information by which students can address concerns/grievances to governmental regulatory bodies and/or ACCET, in accordance with requirements of Document 49 – Policy and Procedure for Processing Complaints Initiated Against ACCET Accredited Institutions and Document 49.1 – Notice to Students: ACCET Complaint Procedure?

B. Employer/Sponsor Satisfaction: The institution establishes and implements written policies and procedures that provide an effective means to regularly assess, document, and validate employer/sponsor satisfaction relative to the quality of the education and training provided. Feedback from sponsoring organizations, agencies that fund the training of students, and employers who hire graduates is documented and utilized to improve the education,

training, and student services of the institution. This feedback is obtained through various means such as surveys, advisory committees, and/or focus groups.

ASER Questions/Statements:

1. Attach a copy of the institution's written policy and procedures to regularly assess, document, and validate the satisfaction of employers and/or sponsors (third-party payers and/or organizations who contract training for students) with the quality of the institution's education and training. Describe how the institution systematically and effectively implements the policy, including: (a) how frequently employer/sponsor satisfaction is assessed, (b) how employer/sponsor feedback is obtained (e.g. surveys, focus groups, advisory committees, etc.), (c) how employer/sponsor feedback is documented, (d) who analyzes the feedback, (e) how the feedback is communicated to appropriate personnel, and (f) how feedback is utilized for the improvement of the training and operation of the institution.
2. If applicable, attach a copy of the questionnaire(s)/form(s) used by the institution to solicit feedback from employers and/or sponsors, as applicable.
3. Provide an example of when an analysis of employer/sponsor feedback resulted in improvements to the training or operation of the institution.
4. Provide a list of a representative sample of sponsors who funded the training of students and/or contracted training with the institution in the last 12 months, as applicable.

C. Certification and Licensing: When the purpose of instruction is to prepare students to meet the standards for licensing, certification, registration, or examination requirements, the curriculum includes appropriate content, hours, preparation, and materials to meet the requirements for such credentials. The institution records and tracks the pass rates of graduates and uses the results to measure and improve the quality of the educational programs offered.

ASER Questions/Statements: (NONE)

D. Completion and Job Placement: Written policies and procedures are followed that provide effective means to regularly assess, document, and validate the quality of the education and training services provided relative to completion and placement rates, as applicable.

- **Completion: The number of participants who complete the programs and courses in which they enroll is consistent with the benchmarks established by the Accrediting Commission.**
- **Job Placement: Institutions offering vocational programs provide job placement assistance to graduates and document the results to enhance the effectiveness of the training services provided. The quality of such programs is validated by positive training-related outcomes consistent with the benchmarks established by the Accrediting Commission.**

ASER Questions/Statements:

1. How does the institution define a completer in order to calculate completion rates? If a completer is defined differently for different categories of students and/or programs, please describe. Attach a copy of the written policy and procedures utilized by the institution to track and analyze completion data.
2. What are the completion rates by program for the previous calendar year and the current year-to-date period, with reference to the ACCET 67% benchmark completion rate established by the Accrediting Commission?
3. If completion rates for one or more programs are below the ACCET 67% benchmark for the reported periods, provide a detailed analysis and explanation of the reasons for the below-benchmark rate(s), identifying specific initiatives undertaken to improve the rate(s) and any mitigating circumstances the institution believes pertinent.