

Analytic Self-Evaluation Report (ASER) (Vocational Institutions)

PREPARING AN ASER/BASER - INTRODUCTION

These guidelines are provided to assist institutions offering vocational 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.

VOCATIONAL INSTITUTIONS

Postsecondary vocational institutions are defined by ACCET as those which offer at least one program that is designed to prepare students for gainful employment in a recognized occupation. These programs are sufficiently comprehensive to train or retrain individuals for employment and/or occupational advancement. Many institutions classified as vocational may also offer individual courses and/or shorter programs for avocational purposes. Institutions must include information on all courses and programs offerings (vocational and vocational) under the relevant standards.

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, the institution 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) Massage Therapy, (2) Nursing and Allied Health, (3) Vocational English for Speakers of Other Languages, (4) Occupational Associate Degrees, and (5) 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 (completion, placement, and/or licensure), 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.

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, licensing agencies). 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?
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?

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 and/or auxiliary 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. entrance exams, HS/GED, transcripts, college credit transfer, student visa information, etc.), (b) enrollment agreements, (c) financial aid, (d) student accounts, (e) student grades/transcripts, (f) attendance, (g) counseling, and (h) placement.
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, financial aid processors, 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 – 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.
3. Describe the qualifications of the financial aid administrator. How does the financial aid administrator stay current on changing regulations and policies in financial aid? (Title IV institutions only.)
4. Does the institution utilize a financial aid processor, servicer, or consultant? If so, describe the services provided by the individual or organization, including the start date of the contract. (Title IV institutions only.)
5. Describe the process by which the financial aid department monitors satisfactory academic progress (SAP) for purposes of determining continued student eligibility for financial aid disbursements. (Title IV institutions only.)
6. Identify the institution's three-year cohort default rates published by USDE in each of the past three years. Are the three-year rates and/or the rate for a single year above the thresholds required to remain eligible for Title IV federal funding? Identify whether the institution has a default management plan and whether it is monitored by internal staff or by an outside entity. Attach a copy of the plan, if applicable. (Title IV institutions only.)

7. Attach a copy of the Summary of Findings and Corrective Action Plan from the most recently filed Student Financial Aid (SFA) Compliance Audit. NOTE: The on-site evaluation team will complete ACCET Document 50FA – On-Site Financial Aid Review and will review specified SFA audits and program reviews. (Title IV institutions only.)

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.**

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. For each vocational program offered, provide a program outline to include: (a) the name of each course in the program; (b) the course length in clock hours and, if applicable, semester or quarter credit hours; (c) a breakdown of the total number of clock hours allocated for lecture, hands-on lab, and externship/internship/clinical for each course; (d) prerequisites for any courses; and (e) a brief description of the sequencing of courses.
4. For any programs offered by the institution that are subject to a certification, licensing, or regulatory authority which mandates specific curriculum content and/or program performance outcomes, provide a descriptive narrative and attach supporting documentation, as applicable.
5. How does the institution communicate the educational performance objectives for each course (as defined in IV-A 2) to students?
6. Indicate whether or not the institution offers stand-alone courses for professional development or other avocational purposes. Are these stand-alone courses components of longer, approved, vocational programs? If no, are all stand-alone courses individually approved by the state, as applicable, and by ACCET?

Title IV Institutions Only:

7. For an institution measuring program(s) in credit hours, attach a copy of the institution's policies and procedures for determining credit hours that the institution awards for its program(s) and the institution's definition of the clock hour-to-credit hour conversion to be utilized for academic purposes and for financial aid purposes.
8. For each program measured in credit hours for federal financial aid purposes, based on work outside of class:
 - a. Complete and attach ACCET Document 25.9a - Clock Hour and Credit Hour Breakdown for Financial Aid Purposes – By Program and Course.
 - b. Attach a syllabi (and curricular materials as necessary) for one course in each program documenting work outside of class such as homework and indicating an approximation of the time required for students to complete the assignments. (At the time of the on-site examination visit, the team may review the syllabi and curricular materials for additional courses within each program.)
 - c. Attach documented evidence for one course in each program that the evaluation of homework or work outside of class is identified as a grading criterion and weighted appropriately in the determination of a final grade for each course or module. (At the time of the on-site examination visit, the team may review the documented evidence for additional courses within 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.

ASER Questions/Statements:

1. List all programs that provide an externship/internship as a component of the program. For each listed program, include the following: (a) the length of the externship/internship in clock hours and, if applicable, semester or quarter credits; (b) the time at which externship/internship occurs within the program; and (c) the specific written performance objectives.
2. Identify the objectives and required learning outcomes for the externship/internship and how these were established and validated by industry/employers. How and when are these objectives and outcomes communicated to students and externship/internship providers?
3. Attach the institution's written policies on externships/internships, including a clear delineation of the responsibilities of students and their on-site supervisors. Describe how the institution systematically and effectively implements its written policies for conducting, monitoring, and supervising students' externship/internship experiences.
4. Identify the titles and qualifications of the personnel at the institution responsible for coordinating and monitoring externships/internships.
5. Describe the criteria for evaluating student performance at externship/internship sites, including: (a) the grading system used; (b) how frequently the institution's personnel conducts on-site reviews and evaluations of externships/internships to ensure each student's progress; (c) the criteria used by the externship/internship site supervisor to evaluate student performance in achieving specific objectives; and (d) how frequently feedback is reported. Describe how students' hours are recorded and monitored during the

internship/externship. Attach a copy of the evaluation form used to assess the performance of externs/interns.

6. Describe: (a) the process for evaluating an externship/internship/practicum site prior to its use; and (b) the institution's policy for obtaining contractual agreements with these sites.
7. Attach a copy of the written policies and procedures designed to ensure that a sufficient number of extern/intern sites are available prior to students completing the didactic portion of their program. For the past twelve months, how many students were scheduled for an externship/internship in any of the institution's programs, and of those, how many began the externship/internship immediately following conclusion of the didactic portion of the program? Of the remaining students, what was the average as well as the longest period of time that these students waited to begin their externships/internships? For students with the longest wait, describe arrangements made to monitor and facilitate students' progress. Provide an estimate of the number of students who will be ready for externship/internship in the next six months and include a list of sites currently available for that purpose.
8. Provide an estimate of the number of students who will be ready for externship/internship in the next six months and include a list of sites currently available for that purpose.

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, employers, 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.**

ASER Questions/Statements:

1. Describe the institution's teaching methods 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 institution's 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 teaching 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, lab, and clinical/practicum? 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. 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.
4. Describe how current crime statistics are made available to students. Prepare and have available for the on-site review team crime statistics for the institution for the three most recent years. (Title IV institutions only.)

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.**

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.**

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.
5. Attach a current catalog and include a completed copy of ACCET Document 29 – Catalog Guidelines and Checklist. The catalog must comprise a clear and comprehensive set of guidelines and requirements to inform students of institutional policies and procedures.
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.

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. For institutions that accept students without a high school diploma or GED [e.g. Ability to Benefit (ATB) students], attach copies of the written policies and procedures governing the process by which ability to benefit is demonstrated in compliance with applicable statutory, regulatory, and accreditation requirements. Describe how the institution systematically and effectively implements this policy. What ATB test is administered and by whom is it administered? Demonstrate that the minimum test scores are set at least as high as the test publishers' recommendations and provide retesting procedures for students who do not initially meet the minimum required test scores. If applicable, attach documentation pertaining to any state regulations regarding ATB.
5. Provide an analysis (by program) of the completion and placement rates of ATB students during the last 12 months, compared to those reported during the same period for the non-ATB population.
6. Attach a sample enrollment agreement and a completed copy of ACCET Document 29.1 – Enrollment Agreement Checklist. The enrollment agreement must clearly indicate the respective rights, obligations, and responsibilities of all parties and must be furnished to all signatory parties before any obligation or payment is made.
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. Attach a copy of the institution's written transfer of credit policy which is consistent with ACCET Document 16 – Transfer of Credit Policy and includes all the required elements identified in this ACCET document.
2. When and where is the transfer of credit policy disclosed to prospective enrollees? How does the institution ensure that its credit transfer policy: (a) is administered fairly and consistently and (b) ensures an appropriate balance between the benefits of credit transfer for students and the integrity of the credentials awarded by the institution?

3. In the past twelve months, identify the frequency with which students transfer to and from the institution. In the past twelve months, how many prospective students requested to transfer credit into the institution and how many students requested assistance in transferring credit from the institution to another institution?
4. To demonstrate that the institution implements its transfer of credit policy, attach the following: (a) a copy of a written notice to a student regarding transfer credit awarded following a review by the institution of the student's previous coursework and (b) a copy of the student's subsequent enrollment agreement.
5. Does the institution offer applicants the option of earning advanced standing through examination? If so, describe the examination process, including the instrument used, the minimum cutoff scores set, and the impact on cumulative program grades.
6. How does the institution represent the potential transferability of its own credits or clock hours? Has the institution entered into any articulation agreements or other relationships with educational entities demonstrating the acceptance of its credits or clock hours? If so, attach a copy of the articulation agreement(s) or other agreement(s).

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.

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 placement assistance.
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. What manner of career development training and placement assistance is provided to students (e.g. resume writing, job search skills, interview skills, etc.)? Is this material incorporated into the program curricula?
4. If the institution provides a student handbook or guide, attach the table of contents.
5. If applicable, provide sample promotional literature that describes the student services offered.

6. 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 student satisfaction with their accommodations? Provide sample documentation.
7. 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.**

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.
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.

- 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, (e) maximum consecutive absences, and (f) 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.**

ASER Questions/Statements:

1. Attach a copy of the written satisfactory academic progress (SAP) policy used to monitor, assess, and record student progress, consistent with the institution's assessment system and Document 18 - Satisfactory Academic 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?
4. Are transcripts issued upon request, and at what cost to students?
5. Attach a copy of the institution's satisfactory academic progress (SAP) policy relative to any Title IV eligible programs offered. What periodic evaluation points are established by the institution's policy? How, where, and by whom are the results of regular SAP assessments documented? (Title IV institutions only.)

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 employers/sponsors who hired graduates, sponsored 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:

1. List those programs and/or courses currently offered for which certification and/or licensing are available through or required by private associations, companies, or governmental agencies.
2. Describe how the institution's learning activities and course materials appropriately prepare students to meet the standards for certification and/or licensing for each program/course listed above.
3. Attach a copy of the written policies and procedures to systematically collect and record data on students/program graduates who sit for licensure/certification examinations, including the test dates and proof of test results.
4. Provide (in chart form by examination title) statistics on pass rates, by graduating cohort, for each program and/or course listed above for the past 24 months, as applicable. Include the institution's analysis and evaluation of this data over time and describe how it has been used to measure and improve the quality of the educational programs offered.
5. Attach documentation of state and/or national pass rates for those programs that prepare students for certification/licensure. Provide a comparative analysis of the institution's pass results, by program, for the past 24 months relative to those reported by the certifying/licensing bodies for the industry/state/region as a whole. Present this information in a format (e.g. quarterly, yearly, etc.) appropriate to that used by the examining body. For any programs performing below state, national, and/or industry norms, describe the remedial actions taken to achieve improved pass rates.

- 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? Attach a copy of the written policy and procedures utilized by the institution to track and analyze completion data, with specific reference to enrollment/start and withdrawal/completion dates.
2. What are the completion rates by program for the previous calendar year and the current year to date? See Document 28 – Completion and Placement Policy for guidelines and definitions. Provide ACCET Document 28.1 - Completion and Placement Statistics for each program for the previous calendar year and the partial year period noted above.
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.
4. Attach a copy of the written policy and procedures utilized by the institution to track and analyze placement data, with specific reference to: (a) withdrawal/completion/graduation and (b) employment/validation. Policy and procedures must specify the supporting documentation to be maintained that includes all data elements required by Document 28, including, but not limited to, documentation to verify job placements.
5. Attach a copy of the written policy and procedures governing the timely implementation and documentation of placement processes. Describe the responsibilities and authority of all individuals involved in placement services, to include systematic and effective monitoring by management to ensure implementation consistent with stated policies.
6. For each program, what written guidelines are provided to and utilized by placement staff to ensure appropriate training-related placements for graduates that are consistent with the objectives of the program. For each program, provide a list of typical job titles that constitute training-related employment.
7. Per the ACCET Document 28.1s provided above, what are the placement rates by program for the previous calendar year and the current year to date? See Document 28 – Completion and Job Placement Policy, for guidelines and definitions.
8. If placement rates for one or more programs are below the ACCET 70% benchmark for the reported periods, provide a detailed analysis and explanation of the reasons for the below-benchmark rate(s), identify specific initiatives undertaken to improve the rate(s) and any mitigating circumstances the institution believes pertinent.