

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

PREPARING AN ASER/BASER - INTRODUCTION

These guidelines are provided to assist institutions offering vocational education 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 education and training provided by the institution and to assure systematic and effective implementation of operational functions through 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 individuals for entry level employment in the new occupation. Many institutions classified as vocational may also offer individual courses and/or shorter programs for avocational purposes, in addition to their vocational program(s), and must include information, under the relevant standards, on all courses and programs offered.

ASER DEVELOPMENT

The ASER serves as a structured resume on the institution's mission, management, coursework, admissions, academic policies, and quality measures, along with 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 eight major sections of the ASER which correspond to the eight broad categories of ACCET Standards. By way of example, the first category is I - Mission, with the following specific standards: I-A. Mission, I-B. Goals, and I-C. Planning. 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 V-B, Externship/Internship; 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 – MANAGEMENT

The institution is capably and responsibly managed.

A. Governance: The institution has a governing board or senior management team that is responsible for developing and maintaining an effective framework of written strategies and policies. This management structure ensures the integrity and effectiveness 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? Attach a copy of relevant institutional documents, such as certificates, charters, articles of incorporation, or partnership agreements. List all owners of the institution, indicating percentages of ownership held by each. If the institution is governed by a board of directors, attach a list of current board members. In the case of a publicly traded corporation, attach 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 as a Second Language, (4) Occupational Associate Degrees, (5) Interactive Distance Learning, and (6) Avocational Foreign Language Training (excluding Intensive English Programs). In the templates, specific ACCET Standards are expanded by adding Specific Field Criteria and Supplemental ASER 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, classroom extensions) 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.

ANALYTIC SELF-EVALUATION ANALYSIS (ASER)

STANDARD I – MISSION

The institution has a mission that is compatible with the ACCET mission, scope, and standards.

- A. Mission: The institution clearly states its mission and makes it public. The mission is consistent with the Principles of Ethics for ACCET Institutions; thereby providing a definitive basis upon which to deliver and assess the education and training programs. The education and training provided are consistent with the institution's mission and are documented by either a needs assessment or 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 is consistent with the Principles of Ethics for ACCET Accredited Institutions.
3. Describe how the institution's mission statement is communicated to students, faculty, and the public.
4. Describe how the institution measures its success in meeting its stated mission. Indicate the measureable factors used to evaluate and document success.
5. 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.
6. List 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.
7. 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: Broad institutional goals are clearly stated, support the mission, and are understood at all levels of the organization.

ASER Questions/Statements:

1. Identify the broad goals of the institution which: (a) support the mission and (b) encompass key operational areas such as finances, enrollment, education/training, student services, and student outcomes.
2. 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.
3. 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 has sound, written one-year and longer-range plans that encompass both the educational and business objectives of the institution. The plans support the mission, facilitate the accomplishment of the broad institutional goals, and are updated at least annually. The plans include specific and measurable objectives, with corresponding operational strategies, projected time frames, required resources, and method(s) for subsequent evaluation of each objective.

ASER Questions/Statements:

1. Attach a copy of the institution's current one-year and long-term 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 how the operational objectives of the plans directly relate to one or more of the broad institutional goals.
3. Describe the process and the schedule by which the plans are developed and updated.
4. Describe how the plans are implemented and the results monitored to facilitate quality education and training. Provide a brief update on the institution's status in achieving the specific objectives identified in the one-year and long-range plans.

STANDARD II – MANAGEMENT

The institution is capably and responsibly managed.

- A. Governance: The institution has a governing board and/or senior management team that is responsible for developing and maintaining an effective framework of written strategies and policies. This management structure ensures the integrity and effectiveness 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? Attach a copy of relevant institutional documents, such as certificates, charters, articles of incorporation, or partnership agreements. List all owners of the institution, indicating percentages of ownership held by each. If the institution is governed by a board of directors, attach a list of current board members. In the case of a publicly traded corporation, attach 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, etc.). Attach a copy 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 year, 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 at the institution. 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 and revised. If applicable, identify the role played by corporate boards, advisory groups, and/or outside consultants in policy development.
8. Describe the process by which institutional policies are developed and revised. If applicable, identify the role played by corporate boards, advisory groups, and/or outside consultants in policy development.

B. Operational Management: Operational management is responsible for systematically and effectively implementing the strategies and policies of senior management 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 (owners, managers, staff, and faculty) at the institution and (b) clearly delineates the relationships between them.
2. List key operational staff positions, describing the primary functions and reporting relationships of each to senior management, as appropriate to the size of the organization.
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. Provide a detailed narrative describing how operational management monitors the institution and its processes to ensure the systematic and effective implementation of the institution's written policies and procedures.
5. 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.
6. As applicable, describe how the institution manages any additional locations (branches, auxiliary classrooms, and/or classroom extensions) approved by ACCET.

C. Personnel Management: Management develops, implements, and maintains written policies and procedures for the systematic and effective recruitment, selection, hiring, and retention of all personnel. Management provides orientation, supervision, evaluation, and training and development of its employees to ensure that qualified and capable personnel, at appropriate staffing levels, are effectively utilized.

ASER Questions/Statements:

1. Attach a copy of the institution's written personnel policies and procedures for: (a) recruitment, selection, 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. Attach a ACCET Document 6 - Faculty/Administrative Personnel Form completed in its entirety or Section I of ACCET Document 6 along with a resume for each employee (faculty and staff) of the institution.
4. 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.
5. Describe how personnel policies and procedures are communicated to staff. Attach the table of contents of the employee handbook/manual and indicate whether it exists in paper and/or electronic form.
6. 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 those 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, (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 completed checklist for a sample student file. If multiple files are maintained for each student, attach a separate file checklist for each.
6. 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.
7. 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 and training 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 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.
2. Provide examples of how these professional relationships enhance the quality and effectiveness of the institution's education, training, and student services.

STANDARD III – FINANCES

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 participants. Financial reports provide clear evidence of financial stability and sound fiscal practices**

**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 – Guidelines for Filing Financial Reports.*

- 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 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) required by any regulatory/licensing authorities? If so, by whom, and in what amount(s)? Attach a copy of the bond(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: Institutions administering any student assistance programs, including federal and state financial aid programs as well as scholarships, ensure that these programs are responsibly managed, 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) number of awards granted; and (f) minimum and maximum number of awards granted.

Title IV Institutions Only:

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?
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.
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.
6. What is the institution's cohort default rate for each of the past three years? 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.
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 Checklist/Guidelines and will review specified SFA audits and program reviews.
8. Attach a copy of the institution's current Eligibility and Certification Approval Report (ECAR) from USDE.

STANDARD IV – CURRICULA

The institution's curricular design, materials, and outcomes measurements follow sound educational practices.

- A. Educational Goals and Objectives: The institution's programs and courses have appropriate educational goals and objectives. The curricular 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 ensure adequate preparation for the expected performance outcomes in the specific program or course for which the students enroll.**

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 performance objectives – i.e., what knowledge and skill levels are expected of students at specified points throughout the program and upon

completion – that have been established as components of the curriculum of each program/course in order to fulfill the purpose of the 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 performance objectives for each course to students?
6. 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?
7. 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:

8. 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.
9. For each program measured in credit hours for federal financial aid purposes:
 - a. Complete and attach ACCET Document 25.6b - Clock Hour and Credit Hour Breakdown – 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. What is the institution's policy on teacher-made instructional materials? How are non-textbook instructional materials (pictures, games, newspaper and magazine articles, and websites etc.) integrated into lesson plans and utilized to support the published curriculum? Who has oversight of this process in order to ensure the quality of the educational experience?
6. Attach a copy of the written policy for protecting against copyright and software license infringements. Where is it posted or published?

- C. Performance Measurements: Performance measurements are written and are 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.**

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 goals. 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.

- D. Curriculum Review/Revision: The institution uses systematic and effective procedures to continuously monitor and improve the curriculum. The written procedures include soliciting feedback from relevant constituencies, such as faculty, students, graduates, employers, and advisory/certification boards, as well as analysis of completion, and, if applicable, placement results. The procedures 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. How does the institution stay current on issues relating to pedagogical theory and methodology within the industry/profession?
5. 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.
6. 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.

E. 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 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.

STANDARD V – INSTRUCTIONAL DELIVERY

The institution's curricular design, materials, and outcomes measurements follow sound educational practices.

A. Instructional Methods: Instructional methods encourage active and motivated responses from participants. 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 current training industry standards and appropriate to the educational goals and curricular objectives, facilitates learning, and serves the individual learning needs and objectives of participants. Instructional methods provide encouragement, motivation, challenges, and learning opportunities for all participants, taking into account different backgrounds, learning abilities and styles, and prior levels of achievement.

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 participants 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. Provide an example of how a particular lesson addressed students' individual needs, whether relative to learning modalities, learning styles, or cultural background.
7. 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. 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 by the institution 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.

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. Describe the means by which the objectives and required learning outcomes for the externship/internship were established and validated by industry/employers. How and when are these objectives and outcomes communicated to students and externship/internship providers?
3. Describe the written arrangements made with externship/internship providers consistent with the institution's written policies and procedures.
4. Attach the institution's written policies on externships/internships. Describe how the institution systematically and effectively implements its written policies for conducting, monitoring, and supervising students' externship/internship experiences.
5. Describe the criteria for evaluating student performance at their 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. Attach a copy of the evaluation form used to assess the performance of externs/interns.

6. 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 the 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 externship/internship. For students with the longest wait, describe arrangements made to monitor and facilitate students' progress.
7. 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.

C. Equipment, Supplies, and Learning Resources: Adequate, appropriate, and functional equipment, supplies, furnishings, and learning resources required to effectively provide the education and training services are readily available for instructor and participant use.

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?

D. Facilities: The facility is appropriate for the education, training, and student services offered. Instruction is conducted in a safe, accessible, sanitary, and comfortable environment, which is free from distraction. The facility meets all applicable local, state, and federal requirements.

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 square footage and the function of each space (e.g. classrooms, labs, library, offices, storage).

2. If the institution has approved auxiliary classroom(s) or classroom extension(s) overseen by the main campus, indicate the address of each and provide a floor plan that clearly identifies 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, auxiliary classrooms, or classroom extensions.
4. Describe any 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.

Title IV Institutions Only:

5. Prepare and have available for the on-site examination review team crime statistics for the institution for the two most recent years.

STANDARD VI – 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 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.

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.

4. When originally hired, did any current instructor require special consideration by the institution, because s/he did not meet one or more of the general requirements established by institutional policy? If so, identify the instructor and describe the conditions under which s/he was hired. Attach documentation, as applicable.

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, along with student, peer, and supervisory feedback are documented and effectively utilized to enhance the quality of instruction.

1. 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.
2. 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.
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 the 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. Describe whether personnel changes (terminations, promotions, training) were made as a result of instructor evaluations.
6. 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 a written policy for the effective orientation and training of instructional personnel to ensure a consistent, high level of instruction. The institution also develops and implements an effective written policy for the ongoing professional development of instructional personnel that is systematically implemented, monitored, and documented.

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. Attach a copy of sample documented evidence of in-service (e.g. attendance sign-in sheets, meeting minutes, meeting minutes). Also attach a schedule of planned 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. 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 pedagogical 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

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

1. Describe how the institution advertises and promotes its education/training, to include all means and media utilized (e.g. yellow pages, newspapers, radio, TV, direct mail, brochures, and website). Identify the institution's website URL. 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 probable claims in compliance with ACCET Document 30 – Policies for Recruitment and Advertising/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. Are outside recruiters used to solicit students? If so, provide a copy of the agreement or contract between the institution and the recruiters; and include the policies and procedures that ensure that only justifiable and provable claims are made.

B. Enrollment: The institution's written policy for enrollment is 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 and qualified to benefit from the education and training services. The enrollment process is preplanned, effective, and regularly monitored by the institution to ensure its integrity.

The institution provides in its written enrollment agreement or contract full disclosure of the rights, obligations, and responsibilities of all parties, including: (1) all costs stated in clear and explicit language, and (2) cancellation and refund policies that comply with statutory, regulatory, and accreditation requirements. The enrollment agreement or contract is furnished to appropriate parties before any payment or obligation is made.

1. Describe the admissions process including the typical chronology of events for: (a) individual enrollments and/or (b) group/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 [i.e., 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, or 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.
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.

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.

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 of 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, consistent with the mission and learning objectives of the institution, are provided, such as academic advising, tutoring, placement assistance, extracurricular activities, and housing, as applicable.

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 counseling, 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.

STANDARD VIII – EVALUATION

A. Student Progress: The institution utilizes appropriate methods of evaluation to ensure that outcomes are consistent with the mission and goals. The institution maintains all required documentation.

1. Attach a copy of the written policy and procedures used to monitor, assess, and record student progress, consistent with the institution's assessment system. 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, CEUs)? 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 has failed 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. Describe both the qualitative and quantitative measures of progress used in compliance with ACCET Document 18 – Satisfactory Academic Progress Policy. What periodic evaluation points are established by the institution's policy? How, where, and by whom are the results of regular SAP assessments documented?

B. Attendance: The institution establishes and implements written policies and procedures for monitoring and documenting attendance. The attendance policy is effective in ensuring that student participation and preparation are consistent with the expected performance outcomes of the course or program.

1. Attach a copy of the institution's written attendance policy with specific references to minimum attendance requirements and provisions for tardies and early departures. Describe how the attendance policy is effective in ensuring that student participation and preparation are consistent with the expected performance outcomes of the course or program.
2. Describe how attendance requirements and documented attendance performance are communicated to students in a timely and informative manner. If a student has failed 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. Participant Satisfaction: Open lines of communication with participants exist and demonstrate responsiveness to student issues. Written policies and procedures are followed that provide an

effective means to regularly assess, document, and validate student satisfaction relative to the quality of education and training offered, as well as the student services provided. Interim evaluations and a final evaluation upon completion of the term of enrollment are specified components of determining participant satisfaction.

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, and Document 49.1 – Notice to Students: ACCET Complaint Procedure?

D. Employer/Sponsor Satisfaction: Written policies and procedures are followed that provide an effective means to regularly assess, document, and validate employer/sponsor satisfaction relative to the quality of the education and training services provided.

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 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)/form(s) used by the institution to solicit feedback from employers and/or sponsors, as applicable. Provide an example of when an analysis

of employer/sponsor feedback resulted in improvements to the training or operation of the institution.

3. Provide a list of a representative sample of employers/sponsors who have hires graduates or from contracted training with the institution in the last 12 months, as applicable.

E. Completion and Placement: Written policies and procedures are followed that provide an 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.**
 - **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.**
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 lists.
 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, and provide ACCET Document 28.1s 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 withdrawal/completion/graduation and employment/validation. Policy and procedure must specify the supporting documentation to be maintained that includes all data elements required by Document 28.
 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 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.