

Guidelines for Preparing An Electronic Analytic Self-Evaluation Report (eASER)

Includes Document 3.ESL: Template for English for Speakers of Other Languages (ESOL)

INTRODUCTION (Document 3.ESL)

These guidelines are provided as a criteria reference for institutions offering courses or programs in English for Speakers of Other Languages (ESOL) within the avocational, English as a Second Language learning environment. In such cases, this document will be utilized as an overlay template to ACCET Document 3.2 – Guidelines for Preparing an Analytic Self-Evaluation Report, which incorporates the ACCET Standards for Accreditation (Document 2), and as a standard preparatory guide for developing an eASER. This document is to be used to expand upon the Standards specifically referenced herein, adding Specific Field Criteria and Supplemental eASER Questions/Statements, in order to elicit a more relevant and valid self-evaluation of the institution. These guidelines are expected to expand the scope and depth of evaluations where English language learning is initiated in accordance with all of the ACCET Standards for Accreditation, with added emphasis on those standards where unique characteristics are identified herein.

PROFILE

Intensive English Programs (IEP's) are English language courses or programs specifically offered to students at the high school and post-secondary level, with an emphasis on the post-secondary students. ESOL is the main subject being taught in these programs. Students attend IEP's for a variety of reasons, the most common ones being a) to enhance their language skills for professional and/or personal reasons and b) to prepare themselves for studies at American high schools, colleges, and universities, or in other professional programs.

INTRODUCTION (Document 3.2)

This document has been prepared to assist institutions/organizations, hereafter referenced for simplicity as "institutions," offering avocational/professional development continuing education courses and programs to prepare an electronic Analytic Self-Evaluation Report (eASER) for their "main campus" (refer to ACCET Document 33 – Definitions) and, when applicable, the branch equivalent electronic Branch Analytic Self-Evaluation Report (eBASER), within the context of ACCET Document 2 – Standards for Accreditation,* and applicable policies. It is noted that the descriptions and instructions that follow, while addressed specifically to eASER preparation, apply identically to eBASERs. Postsecondary avocational institutions are defined by ACCET as those which offer programs and/or courses designed exclusively for personal or professional development and enhancement.

*NOTE: Refer to additional document "templates" for field-specific performance objectives currently developed, e.g., Vocational English as a Second Language (3.VESL); Interactive Distance Learning (3.IDL); Occupational Associate Degree (3.OAD).

The 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. Further, while ACCET standards, policies, and procedures serve a number of purposes and functions, in the context of preparing an eASER, they serve specific purposes as follows:

- To provide valid criteria by which the institution is evaluated; and
- To provide 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.

eASER DEVELOPMENT

The eASER serves as a structured resume on the institution's history, mission, management, coursework, admissions, academic policies, and quality measures, along with plans for continued improvement and growth. As you formulate responses to each of the standards in addressing the questions and statements that follow in this guideline, it should be apparent that the process purposefully provokes a critical self-evaluation for which a subsequent on-site review team will be required to verify and/or challenge on the basis of actual operational activities and observable results. Accordingly, it is more likely than not that issues will arise in concert with the need for some revision to policies, procedures, and/or practices; this should be viewed as a positive attribute of the accreditation process to inspire self-analysis and improvement. It is also designed to be a team effort, requiring a high level of commitment, input, and interaction across a broad cross-section of staff; questions, ideas, and proposals raised in the course of preparing the eASER are team development opportunities.

eASER FORMAT AND CONSTRUCTION

For ease of reference, ACCET has established specific guidelines relative to the format and construction of the eASER. There should be **eight** major sections (one section for each of the eight categories of the standards) in the report, using an outline format: e.g., Standard I – Mission, and then subsections A. Mission Statement, B. Goals, and C. Planning.

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-A, Educational Goals and Curricular Objectives, yet not all institutions offer programs including an externship/internship component; if not, then the eighth and ninth questions under this standard should be answered merely with an explanation of why they are not applicable. Additionally, if information is needed to clarify or expand upon how the institution operates in order to demonstrate characteristics that comply with and/or exceed the standards, policies, and procedures, include an Additional Comments section that relates to that standard following the last question.

See the following formatting example for Standard II-A, Governance.

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.**

eASER Questions/Statements:

1. What is the legal nature of the entity under which the institution operates? Provide relevant copies of 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, provide a list of current board members.

XYZ School/Center is a subchapter S corporation, which was incorporated in the State of XXX on May 5, 1982 (see [Exhibit X – Articles of Incorporation](#)). The stockholders include XXX – 49% and XXX – 51%. ...

In the above example, the question requires copies of documents, such as "certificates," "charters," "articles of incorporation" and/or "partnership agreements." These documents should be noted as exhibits (e.g., Exhibit 1 – name, Exhibit 2 – name, etc.) in the body of the eASER/BASER and hyperlinked to the exhibit. Scanned exhibits should be given headings that indicate the exhibit's name and number, as well as "page X of Y" if the exhibit comprises multiple pages. Additionally, you should create a system of bookmarks that allow the reader to jump directly to individual standards within the narrative as well as to individual exhibits.

A Microsoft Word template (fillable form) of this document, as well as fillable form versions of all ACCET 3. series documents, are available on ACCET's website (www.accet.org) from the "Documents and Forms" link; click the link at the top of the subsequent page to access the fillable forms. To facilitate the use of the eASER by the ACCET on-site team, Accrediting Commission, and staff, it is necessary to complete the document in an electronic format, using the fillable form, convert that file into a .pdf format, and copy it onto a CD-ROM. Detailed instructions for completing all steps in this process are available from the "E-ASER" link on ACCET's home page.

eASER SUBMISSION WITH ON-SITE VISIT REQUEST

A minimum of **FOUR (4)** copies of the eASER on disc must be prepared. Two (2) of these copies must be submitted to ACCET, along with ACCET Document 8 – Request for On-Site Examination Team and the appropriate on-site evaluation fee (see the current publication of ACCET Document 10 – Fee Schedule), by the scheduled due date. Upon finalization of the on-site visit arrangements and/or confirmation of the team members by the assigned Commission Representative (CR), the institution will send the additional copies of the eASER directly to each team member in accordance with ACCET's eASER/BASER Routing Procedures, which are available as ACCET Document 3 – eASER Attachment 2. At least one reference copy of the eASER (CD-ROM) should be retained by the institution, and one paper copy, including all exhibits, should be available for the on-site evaluation team. If the institution operates branch campuses, a separate eBASER must be completed for each branch location. The eBASER(s) and appropriate on-site evaluation fees are submitted for each branch location concurrently with eASER 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, additional copies of the eASER and/or eBASER(s) may be required. Such sites would have been included in the documentation presented with the institution's application for (re)accreditation and reference to these sites should be made in the respective eASER or eBASER relative to the organizational framework under which these sites are controlled. Additional eASER/BASER(s) may also be required dependent on other factors, such as size of the institution, the number of team members necessary to review all programs, and need for a translator. 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 full-spectrum analysis of the institution's training operations.

eASER GUIDELINE WITH TEMPLATE: SPECIFIC FIELD CRITERIA & QUESTIONS/STATEMENTS

STANDARD I – MISSION

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

- A. **Mission Statement: The institution clearly states its mission, thereby providing a definitive basis upon which to deliver and assess the education and training programs in an ethical, quality management environment. The reasons for offering the education and training services are consistent with the institution's mission and are documented by either a needs assessment or market experience.**

Specific Field Criteria: Institutions teaching English to non-native speakers define their mission by identifying the particular mixture being offered of English as a Foreign Language (EFL), English as a Second Language (ESL), English for Academic Purposes (EAP), English for Specific Purposes (ESP), etc., as appropriate.

eASER Questions/Statements:

1. Provide the institution's mission statement. When was the mission statement last reviewed for clarity and continued relevance?
2. How is the institution's mission statement communicated to students, staff, faculty, and the public?
3. How does the institution measure its own success or failure in meeting its mission? What measurable factors are used to determine this? How are these factors evaluated, and how is this evaluation documented?
4. Identify the institution's target population, and describe the basis upon which it was selected. How has the institution's mission changed or been effected by any significant changes to the target population over the past 24 months? By any changes projected in the future?
5. What is the total number of enrollees in each of the previous two fiscal years? What is the current enrollment in each of the programs and/or courses offered? What is the total projected enrollment for the next fiscal year?
6. Provide an analysis of the needs assessment conducted prior to the institution's decision to offer its current training programs and/or courses. Alternatively, for programs that have been offered for longer than 24 months, describe the ongoing market experience to evidence current support for the institution's rationale for offering its programs at the enrollment levels indicated in item #5 above. Provide supporting documentation as applicable.

B. Goals: Broad institutional goals are clearly stated, inform and support the mission statement, and are understood at all levels of the organization.

eASER Questions/Statements:

1. What are the goals of the institution? How do they support the mission? How are key operational areas such as finances, admissions, education/training, student services, and retention/completion rates, incorporated into institutional goals?
2. Describe the process by which institutional goals were developed, who participated in their development, and how they are periodically reevaluated for continued relevance to the institution's mission.
3. How does the institution ensure that these goals are understood at all levels of the organization, including how, when, and where they are published/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 institutional goals, and are updated at least annually. The plans include clearly defined specific objectives and operational strategies with timeframes, resources, and measurable results identified for subsequent evaluation.

eASER Questions/Statements:

1. Provide copies of the institution's current one-year and long-term planning documents, to include specific operational objectives, each supported by strategies for their attainment, with measurable results; expected timeframes for implementation, subsequent evaluation, and completion; and fiscal and personnel resources.
2. How do the institutional goals inform and guide the planning process? How do the operational objectives of the plans directly relate to one or more of the institutional goals?
3. Describe the process and the schedule by which these plans are developed and updated.
4. How are the plans implemented and the results monitored to facilitate quality education and training? Provide an evaluation of results to date in areas identified by the institution's current planning documents, such as finances, admissions, education/training, student services, and retention/completion rates.

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.

eASER 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. Provide a list of all owners of the institution, indicating 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 or companies, advisory boards and/or consultants. 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 is currently, or has within the last ten years, operated, been accredited, or been licensed, indicating applicable timeframes.
4. List any other organizations that currently accredit the institution. Include a narrative describing the oversight provided along with a copy of the current grant letter/certificate.
5. Does the institution retain the services of outside legal counsel, a CPA, or other consultants? If so, describe the extent of services provided.
6. Which positions comprise senior management at the institution? Describe the individual responsibilities, interaction, and reporting requirements within the senior management team. 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. What roles in policy development, if any, are played by corporate boards, advisory groups, and/or outside consultants?
8. Provide a representative sample of policies and supporting procedures that guide each position and major job function. Where are such policies and procedures published? How are they organized? How do personnel access appropriate policies and procedures?
9. Who ensures compliance with appropriate regulatory, statutory, contractual, and accreditation requirements, and by what process? Make specific reference to both institutional personnel and consultants.

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.

eASER Questions/Statements:

1. Provide an organizational chart that clearly delineates relationships among all operational personnel (owners, managers, administrators, faculty), with names and titles provided.

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. How are processes monitored by operational management to ensure systematic and effective implementation of the written policies and procedures?
4. Describe the processes within the organizational framework by which the staff provide feedback to the operational management regarding the effectiveness of policies and procedures in achieving institutional goals and operational objectives. Relate an example of an improvement to a specific functional area implemented through these means.
5. Describe the impact of accreditation (if currently accredited) or the projected impact (if new applicant) on the enhancement of quality controls for operational effectiveness of the institution.

C. Personnel Management: Management develops, implements, and maintains overall 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 placed and effectively utilized.

eASER Questions/Statements:

1. Provide copies of the written policies and procedures that are utilized for the following:
 - a) recruitment, selection, and orientation of personnel;
 - b) supervision of personnel; and
 - c) professional growth and development of personnel.
2. What criteria does the institution use to define different categories of personnel – full-time employees, and/or part-time employees, and/or adjunct faculty, and/or other contract personnel – in its personnel policies? Provide an ACCET Document 6 or a current resume for each employee.
3. What was the employee turnover rate for full-time employees during the past 12 months? What was the rate for part-time employees during the same time period? Provide management's analysis of the cause and impact of these turnovers and a summary of the management plan in place to optimize employee retention.
4. How are personnel policies and procedures communicated to staff? Provide the table of contents of the employee handbook or manual, whether it exists in paper or electronic form, as an exhibit.

5. Identify the required documentation to be included in an employee personnel file. Provide a completed checklist for a sample personnel file. Who is responsible for creating, maintaining, and periodically auditing these files?
6. Describe the process by which the institution monitors employee performance through formal evaluation, at least annually. How often are employee performance evaluations conducted, by whom, and how are they documented in personnel files? Provide a review schedule for all employees for the last 12 months indicating both when each was last evaluated and when the next scheduled reviews will take place.

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 convenient 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.

Specific Field Criteria: Immigration information, as required by the Department of Homeland Security (DHS) for all non-immigrant visa holders, is maintained on these students. These records are kept confidential and access is restricted to authorized personnel.

eASER Questions/Statements:

1. Describe the system(s) by which records are stored and secured to ensure convenient review while protecting them from unauthorized access or undue risk of loss. Specifically, provide the institution's policies for ensuring confidentiality of student records.
2. Describe the oversight and monitoring processes by which the institution ensures that academic and financial records are maintained in an accurate, orderly, and up-to-date manner. Who is responsible for creating, maintaining, and periodically auditing these files?
3. Indicate which types information are maintained electronically vs in hard-copy, including any that are duplicated in both forms, relative to the following types of information, as applicable:
 - Admissions (e.g. application forms/enrollment contracts, placement tests, transcripts, student visa information etc.)
 - Student accounts
 - Student grades/transcripts
 - Attendance
 - Counseling

4. Provide the procedures for backing up electronic records, including the media type, schedule, and the location of off-premises backup copy.
5. Provide a completed checklist for a sample student file. If multiple files are maintained for various types of data on each student, indicate which files are maintained by whom, and provide separate file checklists for each.
6. Provide a copy of the institution's written policy and explain its rationale for maintaining various types of records over a specified period of time, citing applicable statutes, regulations, and/or sound business and education practices.
7. Describe the institution's policies facilitating students' and staff members' rights to review their own records. How are these policies communicated to students and staff?

Supplemental eASER Questions/Statements:

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

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.

eASER Questions/Statements:

1. Provide sample copies of internal communications (e.g., memoranda, e-mails, and other communiqués) that evidence regular and effective communication among all personnel.
2. Describe the schedule and focus of regular meetings held with managerial, departmental, and instructional staff. Provide representative samples of documentation, in the form of minutes or notes of these meetings, and provide examples of actions taken relative to meeting agenda.
3. Describe the methods by which new or updated policies and procedures are distributed among appropriate personnel.

- 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 to enhance the quality of the education and training services.

eASER Questions/Statements:

1. Provide a list of the relationships that currently exist between the institution and higher education, professional, or trade organizations/associations; other institutions within the field and/or general market area; industry contacts; community organizations; and advisory boards, as applicable. What manner of documentation is maintained of memberships, meetings, consultations, attendance, etc.?
2. Provide examples of how each of these relationships is utilized to enhance the institution's ability to offer quality education and training 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 both to maintain quality training and educational 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. Written cancellation and refund policies are 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.

**The on-site evaluation team will review and rate this standard in the context of ACCET Document 50FR - On-Site Examination Team Financial Review Checklist, to provide the Commission an on-site verification of related operational practices, including the accuracy and availability of this information. A completed sample copy may be submitted with the eASER, at the option of the institution, in order to test its readiness.*

eASER Questions/Statements:

1. Describe how the institution monitors, analyzes, and controls its financial operations with specific reference to scheduling (assessing its financial condition at regular intervals, at minimum on a quarterly basis), personnel, duties, and delegation of authority. Who participates in the development and final approval of the budget?
2. Describe all third-party contracts that provide for consultative or administrative services affecting the financial status of the organization (e.g., legal counsel, accounting services, financial aid processors, as applicable, etc.).
3. Are bond(s) required by any regulatory/licensing authorities? If so, by whom, and in what amount(s)? Provide copies of the bonds.
4. Describe the controls implemented by the institution that ensure that sound and ethical financial practices are followed.
5. Are the tuition, fees and other charges consistent for all students who enroll at the same time? If contractual arrangements for volume discounts or comparable considerations are utilized, provide a narrative description of all such arrangements in force within the past 12 months.
6. Describe the different processes for receiving student funds and how students are provided proof of payments.
7. Provide a representative sample ledger card and/or accounts receivable (A/R) record, such as is maintained for each student, company, or contract. Are they maintained electronically and/or in hard copy? Do such records clearly show the charges for tuition and fees, the amounts and dates of each payment, and the balance due after each payment? Provide the policies and procedures governing the documentation of student accounts.
8. Provide a copy of the institution's cancellation and refund policies, which must comply with either ACCET Document 31 – Cancellation and Refund Policy, or ACCET Document 31.ESL – Cancellation and Refund Policy Applicable to International Students Enrolled at ESL Institutions, as applicable, as well as applicable state regulations, if required. If contractual agreements exist with companies or other sponsoring organizations, describe the impact of such agreements on these policies, if any.

9. Provide a list of all drops/withdrawals that have occurred within the past six (6) months. Have all refunds that were due during the past six months been made within either forty-five (45) days from the documented date of determination, cancellation, or request for refund by the payer 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.
10. Provide a copy(ies) of the institution's procedure(s) for processing refunds and provide an example of an actual refund calculation worksheet for a recent dropped/withdrawn student.

C. Financial Assistance/Scholarships: Institutions administering public and private student assistance programs, including scholarships, ensure that these programs are responsibly managed. State and federal financial aid programs are properly administered to ensure full compliance under relevant statutes and regulations.

eASER Questions/Statements:

1. Indicate any public or private resources students utilize to cover the cost of their tuition. Describe the funding source(s) and the processes by which the distribution of funds is internally administered and monitored. If any public funds are utilized, describe the regulatory mechanism under which such funding is governed and administered.
2. Describe all scholarships, tuition discounts, and tuition waivers offered by or at the institution. The description should include, but not be limited to, full disclosure of the terms, conditions, sources, application procedures, deadline dates, basis for selection, number awarded, and maximum and minimum awards.

STANDARD IV – CURRICULA

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

A. Educational Goals and Curricular Objectives: The institution's programs and courses have appropriate educational goals and curricular 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.

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.

Specific Field Criteria: All IEPs define specific objectives by sequential performance levels. Each level consists of clearly delineated language skills. Student-to-instructor ratios for programs are maintained at a level commensurate with the training presented.

eASER Questions/Statements:

1. Provide a list of all programs/courses offered, including the overall educational objectives for each.
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 each program’s/course’s curriculum in order to fulfill the purpose of the program/course.
3. How does the institution communicate performance objectives for each course to students?
4. Describe the process by which the curricula were developed, with specific reference and attention to how the content and related learning experience are organized in a systematic and sequential manner. 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.
5. Describe the purpose and intended benefits of the externship/internship component(s) of applicable program(s)/course(s) and provide an outline of the specific knowledge, skills, and experience expected to be acquired.
6. Describe the means by which the externship’s/internship’s specific objectives and stated knowledge/skill outcomes are established, validated by industry contacts, and communicated to program participants and externship/internship providers, with supporting documentation. Include the specific, written learning and performance objectives for the externship/internship component of each applicable program/course.

Supplemental eASER Questions/Statements:

- What is the institution’s established teacher-to-student ratio? Indicate the rationale for determining this established ratio.

- 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.**

Specific Field Criteria: All instructional materials are up-to-date and appropriate to the institution's system of sequential performance levels. Instructional materials address the cultural diversity and differences in learning styles among the institution's population.

eASER 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 are syllabi distributed to students?
2. Provide copies of a representative course syllabus and lesson plan for each of the institution's programs and/or courses.
3. Provide a list of primary textbooks, student guides, software, and courseware utilized for each program and/or course, explaining how each supports the curricular objectives and educational goals. Include copyright or release dates, as applicable.
4. Describe the process by 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. Provide the written policies and procedures that ensure that these materials are up to date and readily available on a consistent basis.
5. Provide a copy of the written policy for protecting against copyright and software license infringements. Where is it posted or published?

Supplemental eASER Questions/Statements:

- What is the institution's policy on teacher-made instructional materials? How are non-textbook instructional materials (pictures, games, newspaper and magazine articles, etc.) integrated into lesson plans and utilized to support the published curriculum? Who has oversight of this process in order to ensure quality of the educational experience?

- 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 a grading scale, weighting factors, tests, quizzes, reports, projects, attendance, and/or participation, which are appropriately related to the performance objectives of the program or course.

Specific Field Criteria: Both initial assessment and proficiency exams are employed for the evaluation of performance standards. A valid and reliable instrument is used for the initial assessment of all enrollees for placement into appropriate levels. A valid and reliable test instrument that is nationally recognized is also used for an external validation on the acquisition of language proficiency, at a minimum, in fulfillment of the institution's exit requirements.

eASER Questions/Statements:

1. Describe the overall assessment systems that have been developed to measure student attainment of specified performance objectives for each program and/or course:
 - Provide the grading scale used. Does the same scale apply to all programs? Are the relations between letter and number grades/grade points clearly defined and consistent with industry norms?
 - How are various elements of the assessment system weighted to produce a final course grade? ...to produce a cumulative program grade, where applicable?
 - Are attendance performance and/or class participation factored into numeric grades? What weight(s) are they given relative to other assessment components?
 - What written or computerized evaluation/testing instruments are utilized, and at what points during the program or course are they administered?
2. How does the institution ensure that all faculty consistently adhere to institutional and grading policies?
3. Describe the processes by which written evaluation/testing instruments are developed or selected, as well as periodically evaluated by for continued validity relative to the stated educational goals.
4. How does the institution ensure that students are aware of and understand the assessment system by which they will be evaluated?

Supplemental eASER Questions/Statements:

- Which testing instrument is used for initial assessment to determine the applicant's English skills for placement into skill levels? If this instrument was developed in-house, describe the process by which it was developed. Either way, explain how test results are correlated to the proficiency levels embodied in the institution's own system of sequential performance levels.

- Provide a clear statement and documentation of the institution's use of in-house achievement examinations and outside proficiency examinations and any relationship between the two examinations.

D. Curriculum Review/Revision: The institution uses effective and systematic procedures, including completion and, if applicable, placement results 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. The procedures focus on a comprehensive review of the curriculum as it relates to the expected learning outcomes.

Specific Field Criteria: Policies and procedures exist in the curricular review process ensuring that current methodologies, theories, and materials are examined.

eASER Questions/Statements:

1. Provide copies of the written policies and procedures for curricular review, including specific schedules, responsible parties, and management oversight.
2. Describe the process by which performance objectives are regularly evaluated and updated in response to changing industry standards and/or certification/licensing requirements and in conjunction with curriculum review and revision as indicated by the policies and procedures provided above.
3. Describe the processes by which feedback relative to curriculum development is solicited from faculty, students, graduates, professional organizations, advisory boards, or other sources, as applicable. Describe how and by whom this feedback is utilized, with specific reference to curriculum revision, curriculum design, content level, and curricular objectives. Provide documentation to evidence that solicitation and review of feedback occur on a regular basis in accordance with the institution's written policy.
4. Provide copies of any external regulations, guidelines, and/or licensing requirements that govern changes in content of the institution's programs and/or courses.
5. Provide a representative sample of the analyses produced during the most recent scheduled review of curricula, and, if applicable, list examples of revisions made in any areas where possibility for improvement was identified.

Supplemental eASER Questions/Statements:

- 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.
- How does the institution stay current on issues relating to pedagogical theory and methodology within the ESOL profession?

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.

eASER 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 selected learning activities and course materials appropriately prepare students to meet the standards for certification and/or licensing for each case listed above.
3. Provide copies of the written policies and procedures implemented to systematically collect and record data on those students of the programs listed above who sit for licensure/certification examinations, including the dates of test taking and proof of result.
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. Provide documentation of state and/or national pass rates for those programs that prepare students for certification/licensure. Include a comparative analysis of the institution's pass results 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 utilizes appropriate and effective instructional methods and other resources to ensure sound instructional delivery.

- A. **Instructional Methods:** Instructional methods encourage active and motivated responses from participants. 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 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, challenges, and learning opportunities for all enrolled participants, taking into account different backgrounds, learning abilities and styles, and prior levels of achievement.

Specific Field Criteria: Instructional methods include interactive teaching strategies that recognize various modalities of learning (i.e., visual, audio, and kinesthetic), learning styles, and cultural backgrounds. Instructors demonstrate knowledge of students' learning styles and are able to modify instruction as appropriate. Institutions employ classroom methods in which instructor use of language is minimized and student use of language is maximized.

eASER Questions/Statements:

1. Describe the institution's prescribed instructional methodology utilized for the lecture, laboratory, and/or externship/internship components of each program and/or course. Include specific reference to how such methods actively involve participants in classroom activities. How does input obtained from professional organizations and/or other outside sources inform and influence the choice of instructional methodologies?
2. Describe how the prescribed methodologies are relevant to the instructional materials, appropriate to the needs of the population served, including various learning modalities (e.g., aural, visual, kinesthetic, experiential, etc.), and the attainment of educational objectives in each program and/or course.
3. How does the institution advise faculty of the prescribed teaching methodology(ies)? What processes are in place to ensure a reasonable degree of consistency in methodology among instructors in accordance with institutional policy?
4. What guidance is provided to admissions and 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.

Supplemental eASER Questions/Statements:

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

B. Externships/Internships: 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 an adequate number of sites to ensure appropriate and timely learning experiences in its externship/internship program.

Specific Field Criteria: If the externships/internships are conducted as part of the institution's course/program offerings under the institution's Form I-20, as opposed to externships which the institution may assist graduates in locating, but which are not a component of the educational offerings, written policies and procedures for the supervision and evaluation of externships/internships are established and followed in accordance with this standard.

eASER Questions/Statements:

1. Provide copies of the written policies and procedures for conducting, monitoring, and supervising students' externship/internship experiences.
2. Provide the written criteria developed by the institution and utilized by the externship/internship site provider for evaluating student attainment of these performance objectives. How frequently is this feedback reported? Is a uniform format for feedback consistently utilized?
3. How is the externship/internship graded (e.g., numerical weight given to different evaluation criteria vs pass/fail for entire experience) and how does this grade affect the student's cumulative program grade?
4. Have written arrangements been made with all externship/internship providers consistent with the institution's written policies and procedures? How frequently does the institution schedule on-site review and evaluation by institutional personnel to ensure each student's progress?
5. Provide copies of the written policies and procedures designed to ensure that an adequate number of extern/intern positions is available prior to students' completing the didactic portion of their program. For the past 12 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 externship/internship, and in such cases what arrangements were made to monitor and facilitate students' progress? Provide an estimate of the number of students who will be ready for an externship/internship in the next six months and include a list of sites currently available for that purpose.

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

eASER Questions/Statements:

1. List, by name and quantity, all training-related equipment, organized by program and/or course. Note consumable/expendable supplies and the typical quantities maintained.
2. What is the student-to-equipment ratio for different types of core, training-related equipment for each program and/or course?
3. Provide copies of the written policies and procedures designed to ensure that adequate quantities of equipment/supplies are maintained on an ongoing basis? Identify the staff function responsible for the procurement and distribution of equipment and supplies.
4. Provide copies of the written policies and procedures for maintaining, upgrading, and/or replacing training equipment, including how the institution ensures that equipment is up to date and in working condition.

D. Facilities: The characteristics of the facility are suitable and serve to enhance the education and training 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.

eASER Questions/Statements:

1. Is the facility owned, leased, or rented? Describe the facility in terms of functional usage, square footage, handicap access, etc., including a floor plan as an exhibit. Are there specific measures to ensure student security? If so, describe.
2. If additional facilities (not those currently classified by ACCET as branches, auxiliary classrooms, or classroom extensions) are utilized, provide a description (i.e., those used on a non-continuous basis such as contracted hotel space, company-provided space, etc.) with

recent examples by, date, location, program and/or course, and number of students served at these facilities.

3. Describe the scope and availability of learning resource centers (e.g. library, computer laboratory, internet access). How does the institution facilitate the use of such resources to enhance the education and training services provided? How are these resources incorporated into the curriculum or made available for supplementary instructional support?
4. Provide documentation of the most recent fire inspection, certificate of occupancy, health department certificate, etc., as applicable.

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.**

Specific Field Criteria: The institution maintains written policies that define the minimum levels of education, training, and experience required of instructors. Instructional staff have, at minimum, a bachelor's degree with ESOL classroom teaching experience or a bachelor's degree in teaching ESL or a foreign language. Instructional staff also demonstrate near-native proficiency in English.

eASER Questions/Statements:

1. What selection criteria are established to identify and hire prospective instructors, such as general education, specialized education/training, continuing education units (CEUs), or certification in relevant fields, job related training, and/or job related experience (years)? Where are these criteria published, e.g. job descriptions, policy and procedure manual, employee handbook, faculty handbook, etc.?
2. How does the institution assess, as part of its standard hiring practices, a candidate's teaching and classroom management skills?
3. Describe any minimum education/training and/or certification criteria for instructors required by regulatory or licensing authorities.

4. What, if any, special consideration is given to prospective hires who do not meet one or more of the general requirements established by institutional policy but are considered desirable candidates? Did any current instructors require special consideration when originally hired, and what criteria were used to make this determination? Where are such special considerations documented?

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. Classroom observations, along with student, peer, and supervisory feedback, are effectively utilized.

eASER Questions/Statements:

1. Who is responsible for the supervision of instructors? Provide a job description(s) for this/these individual(s) indicating both specific supervisory duties and the requirements for that position in terms of relevant education and experience in instructional delivery and management. To whom do(es) the instructional supervisor(s) report?
2. Provide copies of the written policies and procedures for obtaining and utilizing student and supervisory feedback. Provide a copy of the evaluation forms used to evaluate instructors during classroom observations. How often do such observations and evaluations occur? How are they documented for the record? Provide sample documentation.
3. How are the concerns, suggestions, and other feedback from classroom observation and student feedback communicated to instructors? Have any personnel changes (terminations, promotions, training) been made as a result of instructor evaluations? If so, provide documentation.
4. What is the institution's process for arranging substitute instruction 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 has an effective policy for the continued professional development of instructional personnel that is systematically implemented, monitored, and documented.

Specific Field Criteria: Continuing education and in-service training include in-house workshops and seminars as well as membership in regional and/or national professional organizations. Reasonable provisions are made for faculty to attend conventions, meetings, and workshops held by these organizations. Participation is documented.

eASER Questions/Statements:

1. Provide copies of the written policies and procedures regarding the orientation of new instructors. Who is responsible for their orientation? Is there an orientation checklist? If so, provide a copy. If not, detail the alternate means by which the orientation process is consistently implemented and documented.
2. What specific training in teaching methodology is given to those newly hired instructors who have industry experience/advanced degrees but no prior classroom experience? Provide supporting policy documents and samples of training material utilized.
3. List the materials made available to orient new instructors to the institution's methodologies, curricula, equipment, policies and procedures, and with their responsibilities.
4. Provide copies of the written policies and procedures for the continued professional development of instructors.
5. List the external workshops/seminars/conferences in which instructors have participated in the last 24 months, as applicable. Are the costs of participation in these activities paid by the institution and/or the participant?
6. Describe in-service training provided by the institution for its instructors. Is such training administered by in-house staff and/or by visiting speakers? List all in-service sessions that have occurred in the past 24 months and provide a representative sample of supporting documentation, e.g. attendance sign-in sheets, meeting minutes, etc. Provide a schedule of projected trainings as applicable for the next 12 months.
7. Are professional development experiences or continuing education credits required by the state or professional certification bodies to maintain licensing/certification? Is current certification documented in personnel files for all faculty for whom certification is required?

STANDARD VII – ADMISSIONS AND STUDENT SERVICES

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.

- 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, instructional personnel, student services, outcomes, and other benefits. All communication with prospective students is ethical and honest. The institution does not state or imply that employment, occupational advancement, and/or certification and licensing are guaranteed.

Specific Field Criteria: IEP's that recruit the majority of their students from outside the United States use marketing/sales methods that may include the establishment of overseas admissions offices; appointment of counseling agents; attendance at educational fairs; and/or advertisement in print media, websites, radio and/or television.

eASER Questions/Statements:

1. List all advertising, promotional programs, and media utilized, e.g., yellow pages, newspapers, radio, TV, direct mail, brochures, and website. Provide copies of representative samples and website URL.
2. Do all promotional materials advertise the institution's programs/courses using only program/course titles approved by ACCET and the state, as applicable.
3. How do promotional materials represent the institution's accredited status, if presently accredited?
4. What staff member is responsible for coordinating and monitoring advertising campaigns? Provide copies of the written policies and procedures that ensure that informational and promotional materials make only justifiable and provable claims in compliance with ACCET Document 30 – Policies for Recruitment and Advertising/Promotional Practices, and any applicable federal/state regulations?
5. 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.

Supplemental eASER Questions/Statements

- Describe all of the communication channels through which potential students receive promotional literature (e.g., personal contacts, advertising, official organizations, public fairs, the educational establishment, web sites, and overseas representation).
- Does the institution make use of recruiting agents in other countries? Describe the relationship between the institution and the agent, including the type of agreement signed.
- How does the institution ensure its compliance with DHS regulations regarding the recruitment and admission of international students?

- B. Enrollment: The institution's 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 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 written enrollment agreement or contract is furnished to appropriate parties before any payment or obligation is made.

Specific Field Criteria: The institution's enrollment documents (including enrollment agreements and catalogs, as applicable) are provided in a language the student understands, or the institution verifies and attests that the translated content is understood by the enrollee. IEP's that are strictly avocational in nature, as a general procedure, do not require students to sign separate enrollment agreements, but rather, a combined application/enrollment agreement form.

eASER Questions/Statements:

1. Describe the admissions process, with a typical chronology of events, for both individual enrollments and/or group/third-party funded enrollments, as applicable. If differing admissions criteria or admissions procedures exist for different programs, be sure to specify. Provide copies of the written policies, procedures, handbook, scripts, or other materials that 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, provide an

example and indicate how it was selected or developed and determined to be a valid and reliable testing instrument.

3. Define the responsibilities and authority of all individuals involved in the admissions process. Describe how the process is systematically and effectively monitored by management to ensure integrity.
4. How does the institution ensure that students are informed of the respective rights, obligations, and responsibilities of all parties, including a clear and explicit statement of all costs, as well as cancellation and refund policies, prior to signing the enrollment agreement/contract?
5. Provide a sample enrollment agreement/contract, which clearly indicates that a copy of the signed and executed agreement must be furnished to the signatory parties before any payment or obligation is made. Provide a copy of any student catalog or handbook used as part of the admissions process.

Supplemental eASER Questions/Statements:

- Describe how the institution ensures that enrollees understand the application/enrollment documents, providing supporting documentation as applicable.
- How does the institution ensure that students understand their obligations under the student visa program?

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. The institution provides timely, accurate, and unambiguous information regarding its institutional 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.

**As the first section of this Standard for Accreditation specifically addresses vocational institutions, it is not applicable to avocational institutions using this document for eASER preparation. This standard, therefore, should be addressed solely within the context of any statements made concerning the acceptance of their coursework for credit by another institution.*

eASER Questions/Statements:

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

D. Student Services: Student services, consistent with the mission and learning objectives of the institution, are provided.

Specific Field Criteria: The institution provides a broad range of student support services such as housing, cultural orientation, activities, part-time, post-completion externship/internship programs, etc.

eASER Questions/Statements:

2. List and describe the various student services provided by the institution (e.g., academic counseling, tutoring, housing, extracurricular events, internet access, etc.) that serve to enhance student's academic, personal, and/or professional development.
3. Describe how the institution ensures that its student services address varying levels of ability, age, background, prior education and work experience, etc., of its students and provide the assistance needed by those students who require additional instructional support. Provide documentation to evidence that students make regular use of such services.

Supplemental eASER Questions/Statements:

- Describe the support services provided by the institution. Provide sample promotional literature that describes the student services offered.
- 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.
- Does a member of the administrative staff provide assistance to those students who wish to continue their studies in American universities or vocational programs? If so, describe the assistance given in choosing the appropriate program and site as well as that given with the application process.

- Describe orientation activities conducted both prior to arrival and on-site. How does the institution assist students through their stay with problems arising from linguistic breakdown, cross-cultural differences, or overly high or false expectations? Does the institution assist students' cultural adjustments to living in the United States by providing orientation (both written and oral) to students regarding local laws, the community, and academic policies and procedures including level placement, attendance, advancement and dismissal?
- Describe any part-time/post-completion externship/internship programs offered, including criteria for site selection, supervision, promotional materials, and student preparation and orientation.
- Provide a copy of the information the institution disseminates to students about health insurance.

STANDARD VIII – EVALUATION

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

- A. Student Progress: The institution uses effective means to assess and record the progress of participants. Semester credits, quarter credits, clock hours, and/or continuing education units are used to denote the successful completion of the education and training services provided. Assessment results are documented consistently in accordance with institutionally established performance outcomes and are communicated to all participants. Participants are informed of their progress on a regular and timely basis. Institutions required under explicit regulatory authority to assess student progress, utilize sound written policies and procedures that clearly describe the institution's requirements for satisfactory academic progress.**

Specific Field Criteria: The institution has a written policy that determines whether a student is making satisfactory progress and is in good standing. Assessment standards include documentation of both the in-house and external standardized examinations. Students' progress to the next performance level is determined by the institution's prescribed measures of competency, which must include reading, writing, listening, and speaking.

eASER Questions/Statements:

1. Provide copies of the written policies and procedures used to record the progress of participants timely, accurately, and consistently with the institution's grading system. 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 minimum benchmarks for academic progress, what are the ramifications (e.g., probationary status, repetition of course(s), or termination) and how is the student made aware of his/her required action?
3. How does the institution ensure that the overall assessment systems are consistently implemented by all faculty?
4. Are transcripts issued upon request and at what cost to students?

Supplemental eASER Questions/Statements:

- Describe the institution's satisfactory progress policy and what it means to be in "good standing." Demonstrate that the policy has been implemented and is enforced.
- State the criteria used for determining a student's eligibility for advancement to the next performance level in terms of observable performance objectives.
- Indicate the impact on the overall grade/assessment of both in-house achievement exams and external proficiency exams.

B. Attendance: Written policies and procedures are established and followed that ensure that student participation and preparation are consistent with the expected performance outcomes of the course or program.

eASER Questions/Statements:

1. Provide a copy of the institution's written attendance policy, with specific references to minimum attendance requirements and provisions for tardies and early departures.
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)? Provide 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 record?
4. What processes are in place to ensure that the attendance records are reliably and accurately maintained? Provide 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:** 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. Open lines of communication with participants exist and demonstrate responsiveness to student issues. Interim evaluations and a final evaluation upon completion of the term of enrollment are a specified component of determining participant satisfaction.

eASER Questions/Statements:

1. Provide copies of the institution's written policies and procedures governing the periodic assessment and documentation of student satisfaction, during the course of the program and upon completion, relative to the quality of education and training services provided. Indicate who analyzes the feedback solicited, by what method, and how both the data and management's conclusions are documented.
2. Provide a copy(ies) of the questionnaire(s)/form(s) used by the institution to solicit feedback from students. Has the analysis of student feedback resulted in improvement to the continuing education and training services provided? If so, describe.
3. Describe the means by which the institution ensures that open lines of communication exist to facilitate responsiveness to student issues. Relate specific examples.
4. Provide 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 the requirements of Documents 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.

eASER Questions/Statements:

1. Provide copies of the institution's written policies and procedures governing the periodic assessment and documentation of sponsor (third-party payers and/or organizations who

contract training for students) satisfaction relative to the quality of education and training services provided. Indicate who analyzes the feedback solicited, by what method, and how both the data and management's conclusions are documented.

2. Provide a copy(ies) of the questionnaire(s)/form(s) used by the institution to solicit feedback from sponsors by mail/email or to log their feedback given over the telephone. Has analysis of sponsor feedback resulted in improvements to the continuing education and training services provided? If so, describe.
3. Provide a list (by company/organization and contact name, address, and telephone number) of a representative sample of sponsors who have contracted training with the institution in the last 12 months.

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.**

**Since the second component of this Standard for Accreditation, relative to job placement, specifically addresses vocational institutions, it is not applicable to avocational institutions using this document for eASER preparation. This Standard, therefore, should be addressed solely within the context of completion.*

eASER Questions/Statements:

1. Provide copies of the written policies and procedures utilized by the institution to track and analyze the completion data, with specific reference to enrollment/start and withdrawal/completion lists.
2. What are the completion rates by program and/or course for the previous calendar year and the current year-to-date period, with reference to the ACCET 67% benchmark completion rate established by the Accrediting Commission?

3. If completion rates for one or more programs are below the ACCET 67% benchmark for the reported periods, provide a detailed analysis and explanation of the reasons for the below-benchmark rate(s) citing such mitigating circumstances as the institution believes are pertinent and specific initiatives underway for improving the rate(s).