

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

INTRODUCTION

This document has been prepared to assist Dale Carnegie & Associates, Inc., its Centers of Excellence, and its Franchises, hereafter referenced for simplicity as “Centers/Franchises,” 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 Centers/Franchises are defined by ACCET as those which offer programs and/or courses designed exclusively for personal or professional development and enhancement.

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 Dale Carnegie & Associates, Inc., as well as the Center/Franchise, is evaluated; and
- To provide reliable methodologies and practices to assess and enhance the quality of education and training provided by the Center/Franchise 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 Center’s/Franchise’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.

Specific Criteria are provided in such instances where deemed beneficial to facilitate more accurate and applicable evaluation of a particular standard relative to the unique operational characteristics of Dale Carnegie Centers/Franchises.

If a specific standard, in whole or in part, is not applicable to the Center/Franchise, indicate such and explain the reason within the appropriate context. For example, all Centers/Franchises must address Standard III-C, Financial Assistance/Scholarships, yet not all Centers/Franchises necessarily offer scholarships; if not, then the question under this standard should be answered merely with an explanation of why it is not applicable. Additionally, if information is needed to clarify or expand upon how the Center/Franchise 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.**

Specific Criteria: Management operates in compliance with appropriate legal, regulatory, statutory, and contractual requirements, including Dale Carnegie & Associates, Inc., contractual requirements (i.e., enrollment reporting, remittance reporting, program evaluation, etc.).

eASER Questions/Statements:

1. What is the legal nature of the entity under which the Center/Franchise operates? Provide copies of relevant documents, such as certificates, charters, articles of incorporation, or partnership agreements, specifically including the Franchise

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Pertinent to: Dale Carnegie & Associates, Inc./Centers/
Franchises - Avocational/Prof. Development

Agreement, as applicable. Provide a list of all owners of the Center/Franchise, indicating percentages of ownership held by each.

XYZ organization 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 Center/Franchise will send the additional copy of the eASER directly to the 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 Center/Franchise, and one paper copy, including all exhibits, should be available for the on-site evaluation team. If the Center/Franchise 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 Centers/Franchises 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 Center's/Franchise'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 Center/Franchise, the number of team members necessary to review all programs, and need for a translator. Centers/Franchises 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.

TEAM REPORT RATINGS FOR DALE CARNEGIE FRANCHISES

Due to the nature of contractual agreements established by Dale Carnegie & Associates, Inc., recognizing the oversight and direction provided by that organization to its Franchises, and in order to facilitate a valid and reliable rating on Document 9.3 - Examination Team Report, for those Franchises, within Standards IV-A Educational Goals and Curricular Objectives, IV-B Program/Instructional Materials, IV-D Curriculum Review/Revision, and VII-C Transfer of Credit, the Commission has determined that a standard rating will be determined for each of these three standards by the on-site evaluation team reviewing the main campus of Dale Carnegie & Associates, Inc., during the normal course of its most recent reaccreditation visit. The standard ratings thus determined for these three standards will automatically extend to Dale Carnegie Franchises, pending confirmation and validation by the on-site evaluation teams reviewing each Franchise that personnel at those locations are faithfully, consistently, and effectively implementing the standard curricula as designed and intended by Dale Carnegie & Associates, Inc.

PROFILE

The Dale Carnegie organization has grown into a worldwide company operating in all fifty states and over seventy countries around the world. There are an estimated one hundred and thirty seven licensed franchises running companies whose exclusive business is the sale and presentation of Dale Carnegie programs. All of the franchises operating in the United States, approximately seventy, are currently accredited by ACCET. The programs are presented by over three thousand instructors who have been trained and licensed by Dale Carnegie & Associates, Inc. Each of these instructors participates in an extensive selection and training process at the local level before being permitted to participate in a training conference conducted by Dale Carnegie & Associates, Inc., which continues over an extended period into a final training stage of tandem teaching. After receiving their instructional credentials, instructors must annually meet pre-determined standards in order to maintain their certification, including participation in instructor refresher programs.

This commitment to quality is ultimately demonstrated through the voluntary submission of Dale Carnegie & Associates, Inc., and its United States based franchises to the comprehensive standards and rigorous evaluation process established by ACCET, a U.S. Department of Education recognized and ISO 9001:2000 certified agency.

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 organization and its Center's/Franchise's training operations.

eASER GUIDELINE: SPECIFIC 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 Criteria: Franchises support the Global Mission established by Dale Carnegie & Associates, Inc. The local Center/Franchise should indicate how its individual mission is supportive of the Dale Carnegie Global Mission.

eASER Questions/Statements:

1. Provide the Center's/Franchise's mission statement. When was the mission statement last reviewed for clarity and continued relevance?
2. How is the Center/Franchise's mission statement communicated to students, staff, faculty, and the public?
3. How does the Center/Franchise 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 Center's/Franchise's target population, and describe the basis upon which it was selected. How has the Center's/Franchise'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. Describe the ongoing market experience to evidence current support for the Center's/Franchise'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 Center/Franchise? How do they support the mission and align with Dale Carnegie & Associates, Inc.'s broad goals? How are key operational areas such as finances, admissions, education/training, student services, and retention/completion rates, incorporated into Center's/Franchise's goals?
2. Describe the process by which Center's/Franchise's goals were developed, who participated in their development, and how they are periodically reevaluated for continued relevance to the Center's/Franchise's mission.
3. How does the Center/Franchise 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 Center's/Franchise'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 Center's/Franchise's goals inform and guide the planning process? How do the operational objectives of the plans directly relate to one or more of the Center's/Franchise's 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 Center's/Franchise'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.**

Specific Criteria: Management operates in compliance with appropriate legal, regulatory, statutory, and contractual requirements, including Dale Carnegie & Associates, Inc., contractual requirements (e.g., enrollment reporting, remittance reporting, program evaluation, etc.).

eASER Questions/Statements:

1. What is the legal nature of the entity under which the Center/Franchise operates? Provide copies of relevant documents, such as certificates, charters, articles of incorporation, or partnership agreements, specifically including the Franchise Agreement, as applicable. Provide a list of all owners of the Center/Franchise, indicating percentages of ownership held by each.
2. Describe any external authorities that provide oversight of or guidance to the operation of the Center/Franchise, e.g., state boards, licensing agencies or companies, advisory boards and/or consultants. Provide copies of any relevant documents.
3. Identify any other name under which the Center/Franchise 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 Center/Franchise. Include a narrative describing the oversight provided along with a copy of the current grant letter/certificate.
5. Does the Center/Franchise 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 Center/Franchise? Describe the individual responsibilities, interaction, and reporting requirements within the senior management team. What is the relationship of senior management to the ownership?
7. Describe the interaction and reporting requirements between senior management and Dale Carnegie & Associates, Inc.

8. Describe the process by which the Center's/Franchise's policies are developed and revised, making special note of any policies influenced/prescribed by Dale Carnegie & Associates, Inc. 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 contractual, and accreditation requirements, and by what process?

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, in accordance with the Position Results Description (PRD), 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 the Center's/Franchise's goals and operational objectives. Relate an example of an improvement to a specific functional area implemented through these means, as applicable.
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 Center/Franchise.

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 Center/Franchise 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 Center/Franchise 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.**

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.
2. Describe the oversight and monitoring processes by which the Center/Franchise 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
 - Student accounts
 - Student grades/transcripts
 - Attendance
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 Center's/Franchise'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.

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. Provide sample copies of regular communications between the Center/Franchise and Dale Carnegie & Associates, Inc., to facilitate effective oversight of operations, in accordance with the terms of the franchise agreement, as appropriate.
3. Describe the schedule and focus of regular meetings held with managerial 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.
4. 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 Center/Franchise and higher education, professional, or trade organizations/associations; other Centers/Franchises and organizations within the Dale Carnegie organization; industry contacts; community organizations; competitors; 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 Center's/Franchise'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 Center/Franchise will be determined by the Accrediting Commission following a review and assessment of the Center's/Franchise'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 Center/Franchise, in order to test its readiness.*

eASER Questions/Statements:

1. Describe how the Center/Franchise 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, etc., as applicable).
3. Describe the controls implemented by the Center/Franchise that ensure that sound and ethical financial practices are followed.
4. 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.
5. Describe the different processes for receiving individual student funds and how students are provided proof of payments.
6. 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.

7. Provide copies of the Center's/Franchise's cancellation and refund policies, which must comply with ACCET Document 31 – Cancellation and Refund Policy, 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.
8. 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 forty-five (45) days from the date of withdrawal, cancellation, or request for refund by the payer? If not, provide an explanation for each late refund, including the remedial actions taken to ensure timely future processing.
9. Provide a copy(ies) of the Center's/Franchise'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.

Specific Criteria: Centers/Franchises who offer scholarships capably administer, accurately record and document, and appropriately implement those scholarship programs.

eASER Questions/Statements:

1. Describe all scholarships, tuition discounts, and tuition waivers offered by or at the Center/Franchise. 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 Criteria: Dale Carnegie & Associates, Inc., has developed and implemented comprehensive and organized curricula. All aspects of the formal curricula are provided in the eASER prepared by Dale Carnegie & Associates, Inc., and are evaluated in the normal course during that organization's on-site review.

Franchises will need to demonstrate at the time of their on-site review that the curricula are consistent with those required by Dale Carnegie & Associates, Inc., and are presented appropriately to ensure adequate instructional delivery for the attainment of students' personal goals.

Franchises do not need to address the following questions/statements as they relate to licensed programs or courses; they need only be addressed by Dale Carnegie and Associates, Inc., and its Centers when completing this document.

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 Center 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.

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 Criteria: Dale Carnegie & Associates, Inc., has developed and implemented comprehensive and organized curricula, including complete sets of program materials, such as outlines and session syllabi. All aspects of the formal curricula are provided in the eASER prepared by Dale Carnegie & Associates, Inc., and are evaluated in the normal course during that organization's on-site review.

Franchises will need to demonstrate at the time of their on-site review that the curricula are consistent with those required by Dale Carnegie & Associates, Inc., and are presented appropriately to ensure adequate instructional delivery for the attainment of students' personal goals.

Franchises do not need to address the following questions/statements as they relate to licensed programs or courses; they need only be addressed by Dale Carnegie and Associates, Inc., and its Centers when completing this document.

eASER Questions/Statements:

1. Describe the process for developing instructional materials for the Center's programs and/or courses. When are course materials distributed to students?
2. Provide copies of a representative session syllabus from each of the Center's Core 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.

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.

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. Who measures student performance? How often does the measurement occur?
2. How does the Center/Franchise ensure that all trainers consistently adhere to the Center's/Franchise's assessment policies?
3. Describe the processes by which written evaluation instruments are developed and periodically evaluated by for continued validity relative to the stated educational goals.

4. How does the Center/Franchise ensure that students are aware of and understand the assessment system by which they will be evaluated?

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 Criteria: Curricular content is continually updated to reflect current knowledge and practices; all curricular revisions are conducted entirely by Dale Carnegie & Associates, Inc., and are beyond the control and authority of any Franchise.

Franchises do not need to address the following questions/statements as they relate to licensed programs or courses; they need only be addressed by Dale Carnegie and Associates, Inc., and its Centers when completing this document.

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 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 curricular development is solicited, including from students, employer sponsors of students, and other sources as applicable. Describe how and by whom this feedback is utilized, with specific reference to curricular revision, design, and objectives. Provide documentation to evidence that solicitation and review of feedback occur on a regular basis in accordance with the organization's written policy.
4. 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.

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.

Specific Criteria: The programs licensed by Dale Carnegie & Associates, Inc., do not require or lead to licensure, certification, registration, or examination. Therefore, this standard is not applicable to Dale Carnegie Centers/Franchises presenting only the licensed programs or courses and using this document for eASER preparation.

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.

eASER Questions/Statements:

1. Describe the Center's/Franchise's prescribed instructional methodology. 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. What procedures are in place to ensure that Dale Carnegie & Associates, Inc., instructional methodology and materials are consistently followed and utilized in the classroom?
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 Center/Franchise ensures that its methods address both challenged and advanced students and provide the assistance needed by those students to enhance their learning experience.
6. How are programs tailored and customized for clients?

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 Criteria: The programs licensed by Dale Carnegie & Associates, Inc., do not contain an externship/internship component. Therefore, this standard is not applicable to Dale Carnegie Centers/Franchises presenting only the licensed programs or courses and using this document for eASER preparation.

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. Describe any advanced technology or equipment used to teach the Dale Carnegie curricula (provide name, model, and year of purchase or lease) and explain how it is incorporated into the instructional methodology(ies).
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 Center/Franchise 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 classroom 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 how additional classroom facilities are chosen in order to ensure a conducive learning environment.
4. Provide documentation of the most recent fire inspection, certificate of occupancy, health department certificate, lease, 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 Criteria: Dale Carnegie trainers have at least a Bachelor's degree from an accredited institution. Trainers for each program have successfully completed the training regimen prescribed by Dale Carnegie & Associates, Inc., Global Support Services and maintain appropriate certifications for all programs taught.

eASER Questions/Statements:

1. What selection criteria are established to identify and hire prospective instructors, such as higher education, continuing education units (CEUs), certification, 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. What, if any, special consideration is given to prospective hires who do not meet one or more of the general requirements established by the Center's/Franchise's 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 the specific supervisory duties. 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 trainers? Have any personnel changes (terminations, promotions, training) been made as a result of instructor evaluations? If so, provide documentation.
4. What is the Center's/Franchise's process for arranging substitute instruction when there is a need? Who is assigned this responsibility? Does the Center/Franchise 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 Criteria: Trainers participate in continual professional development. In-service training is provided regularly for instructional personnel. A policy for ongoing professional development and education exists.

eASER Questions/Statements:

1. Provide copies of the written policies and procedures regarding the training/certification of new trainers. Who is responsible for their training/certification? What documentation is maintained to help ensure that the training/certification process is consistently and effectively implemented?
2. List the materials made available to orient new trainers to the Center's/Franchise's methodologies, curricula, equipment, policies and procedures, and with their responsibilities.
3. Provide copies of the written policies and procedures for the continued professional development of trainers.
4. List the external workshops/seminars/conferences in which trainers have participated in the last 24 months, as applicable. Are the costs of participation in these activities paid by the Center/Franchise and/or the participant?
5. Describe in-service training provided by the Center/Franchise for its trainers. 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.
6. Who coordinates professional development opportunities and how does that individual monitor the effectiveness of the training provided?
7. Is documentation of professional development experiences or continuing education credits, as required by Dale Carnegie & Associates, Inc., maintained in personnel files for all trainers?

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.

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 Center's/Franchise's programs/courses using only program/course titles developed by Dale Carnegie & Associates, Inc., and approved by ACCET?
3. How do promotional materials represent the Center's/Franchise'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 the Franchise Agreement, as applicable.
5. Are outside recruiters used to solicit students? If so, provide a copy(ies) of the agreement(s) or contract(s) between the Center/Franchise and the recruiter(s) and include the policies and procedures that ensure that only justifiable and provable claims are made.

- 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 Criteria: Policy provisions on enrollment agreements and applications are fair and equitable. All agreements/applications clearly specify the obligations of both parties and are furnished to applicants before any payment is made. Objectives and purposes of instruction are disclosed to prospective applicants prior to enrollment. Procedures and practices, consistent with criteria prescribed by Dale Carnegie & Associates, Inc., are documented and followed to ensure that Centers/Franchises only enroll participants able to merit and benefit from the educational activities offered.

eASER Questions/Statements:

1. Describe the admissions process, with a typical chronology of events, for both individual enrollments and corporate 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 criteria 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?
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 Center/Franchise 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/application?
5. Provide a sample enrollment agreement/application, 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.

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.

Specific Criteria: Credit for Dale Carnegie training may be accepted by other entities for continuing/higher education purposes. While nominally applying to vocational institutions, this

standard also applies to Centers/Franchises, but only within the context of the evaluation and acceptance of credit for Dale Carnegie programs/courses by other institutions and organizations.

Specifically regarding American Council on Education (ACE) recommendations for college credit, these recommendations are determined in cooperation with Dale Carnegie & Associates, Inc., and extend to Franchises through their utilization of the licensed programs or courses.

Franchises, therefore, do not need to address question/statement #1 below; it need only be addressed by Dale Carnegie and Associates, Inc., when completing this document.

eASER Questions/Statements:

1. Provide documented evidence of ACE recommendations for college credit. Describe the ways in which students are informed of these recommendations, as well as the process by which verification or documentation of such credit is provided to students on request.
2. Provide documented evidence of any professional associations recognizing Dale Carnegie training CEUs, as applicable.

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

eASER Questions/Statements:

1. List and describe the various student services provided by the Center/Franchise (e.g., academic counseling, tutoring, internet access, follow-up meetings, "Grad Rallies," breakfast meetings, Info Ally, etc.) that serve to enhance student's academic, personal, and/or professional development.
2. Describe how the Center/Franchise ensures that its student services address varying levels of ability, age, background, prior education and work experience, etc., of its. Provide documentation to evidence that students make regular use of such services.
3. How are class assistants trained and utilized?

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 institutions requirements for satisfactory academic progress.

Specific Criteria: The amount and degree of the behavioral changes which occur as a result of Dale Carnegie training can be assessed by both students and instructors. This assessment will be conducted through the utilization of the objective records, progress reports, and Dale Carnegie & Associates, Inc., program evaluations. Requests for transcripts are processed promptly.

eASER Questions/Statements:

1. Provide copies of the written policies, procedures, and supporting documents used to record the progress of participants timely, accurately, and consistently (e.g., progress reports, beginning/mid-program and final program evaluations, and objective records). What units are used to record student progress on transcripts or other documents (clock hours, CEUs)? To whom are evaluations 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.
3. How does the Center/Franchise ensure that the overall assessment systems are consistently implemented by all faculty?
4. Are transcripts issued upon request and at what cost to students?

- 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 Center's/Franchise'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?
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 Center's/Franchise's written policies and procedures governing the periodic assessment and documentation of student satisfaction upon completion of the program/course, 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 Center/Franchise to solicit feedback from students (e.g., Dale Carnegie & Associates, Inc., program evaluations). Has the analysis of student feedback resulted in improvement to the continuing education and training services provided? If so, describe.
3. What percentage of the Center's/Franchise's graduates within the last 12 months, as reported on the program evaluation or via other feedback mechanisms, indicated that the training experience had exceeded their expectations?
4. Describe the means by which the Center/Franchise ensures that open lines of communication exist to facilitate responsiveness to student issues. Relate specific examples.

5. Provide a copy of the Center's/Franchise's written policy informing students of the process for advancing concerns/grievances to management and for management's timely response.
6. Where does the Center/Franchise 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?

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 Center/Franchise'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 Center/Franchise 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 Center/Franchise 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 Dale Carnegie Centers/Franchises 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 Center/Franchise to track and analyze the completion data, with specific reference to enrollment/start and withdrawal/completion data.
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 Center/Franchise believes are pertinent and specific initiatives underway for improving the rate(s).