**ACCET Document 3.IDL – Interactive Distance Learning (IDL) Template**

**Introduction**

The Interactive Distance Learning (IDL) Template must be completed by institutions offering courses/programs via IDL technology and methodology. The template supplements and augments ACCET Document 3.1 – Analytic Self-Evaluation Report, which incorporates ACCET Document 2 – Standards for Accreditation. The template expands upon the ACCET Standards specifically referenced herein by adding *Specific Field Criteria* and *Supplemental Questions/Statements* to elicit a more relevant and valid self-evaluation of the institution and emphasize those standards where unique characteristics are identified.

**Interactive Distance Learning** (IDL) is communication and instruction delivered partially or entirely through digital technologies and online platforms that support both synchronous and asynchronous engagement. IDL requires regular and substantive, predictable and scheduled student-to-instructor and student-to-student interaction. IDL programs and courses are educationally sound and appropriate in content and length. The institution must demonstrate that clock-hour requirements are met through a time-on-task analysis. For programs recognized by credit hours, the credit hours must represent an amount of academic work reflected in planned learning outcomes and validated by student achievement, and contain required regular and substantive interaction. Additionally, the institution must be able to verify that the total amount of instructional activities, faculty interaction, learning assessments, and student academic work required in each distance education course is equivalent to that required in comparable face-to-face instruction.

To ensure that IDL training is appropriate in content and length, ACCET will review IDL programs and/or courses, including those offered in an online, asynchronous delivery mode, to verify that clock hour requirements are met and that the length of the programs and/or courses (clock hours and/or credit hours) is appropriate and educationally sound. In conducting its review, ACCET will consider various methods utilized by institutions to demonstrate that their IDL training meets clock hour requirements and assigned clock hours and/or credit hours are appropriate, including providing (1) a comparison of IDL training with comparable training offered in a traditional face-to-face delivery mode and/or (2) a time-on-task analysis such as those completed by publishers for their online curriculum and made available to their end-users. Methods utilized by institutions to track and monitor student progress and attendance for online, asynchronous training frequently involve the verifiable tracking of student log-in time in conjunction with active student participation. For example, institutions record and track student participation in online activities (e.g., faculty-facilitated discussion forums) and direct assessments (e.g., testing, assignments, projects).

**General Requirements**

Institutions that have never offered IDL courses/programs (defined as any course or program with at least a portion offered via IDL technology) must seek prior approval from ACCET for an out-of-scope program, including situations involving the application of IDL methodology to already-approved courses/programs of study. To be eligible for approval of additional IDL courses/programs, an institution must first demonstrate the successful outcomes of graduates of

its initial approved IDL program/course (e.g., above benchmark completion and, if applicable, job placement rates), based upon the submission of a comprehensive report.

**Standard I – Mission, Core Values, Ethics, and Planning**

The institution has a mission, core values, and ethics that are compatible with the mission, scope, and standards of ACCET and has an effective planning process to enhance and improve the institution and its education, training, and services. The institution operates with integrity in all matters and in accordance with the "Principles of Ethics for ACCET Institutions" at all times.

A. Mission: The institution clearly states its mission and makes it public. The mission defines the purpose of the institution and provides a definitive basis upon which to deliver and assess its education and training programs. The institution establishes and utilizes specific criteria to measure whether it is achieving its mission. The education and training provided by the institution are consistent with its mission and are supported by documented evidence of continued need, including successful student outcomes, projected market demand, and positive market experience.

   *Specific Field Criteria for IDL: The reasons for offering the courses/programs via IDL are consistent with the institution's stated mission and serve a comparable but remote target population to be enrolled in courses/programs offered at a distance.*

   Supplemental Question/Statement for IDL:

   - What is the rationale for the selection of the particular IDL methodology in use, and how does it serve the target population?

C. Planning: The institution utilizes a strategic planning process, consistent with its scope and size, to establish an institutional effectiveness plan that supports the institution's mission. The plan is updated at least annually, implemented to improve the institution, and reviewed at least bi-annually to assess progress in achieving the stated goal. The institution establishes a sound, written plan that identifies specific and measurable educational and business goals to be achieved in a one-year and/or multi-year (two to three years) time frame. For each goal, the plan includes operational strategies, projected time frames, required resources, and method(s) for subsequent evaluation that are utilized to measure progress in achieving the established goal.

   *Specific Field Criteria for IDL: Written plans are formulated and periodically updated which support the curricular, technological, and marketing objectives of the IDL courses/programs.*

   Supplemental Question/Statement for IDL:

   - Does the institution maintain separate planning documents for IDL programs? If yes, please provide. If not, provide references to the pertinent sections of the institution's current and long-term planning documents relative to its IDL programs.

**Standard II – Governance and Management**

The institution is capably and responsibly managed.

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

*Specific Field Criteria for IDL: The institution maintains adequate written policies and procedures specifically designed to address the effective delivery of IDL courses/programs, whether discretely organized or incorporated as elements of other policies and procedures.*

Supplemental Question/Statement for IDL:

- Provide a representative sample of policies and supporting procedures that guide the establishment, organization, funding, and management of IDL programs.

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

*Specific Field Criteria for IDL: Operational management oversees the effective implementation of systems to guide the day-to-day operations of IDL courses/programs.*

Supplemental Questions/Statements for IDL:

- Describe how the organizational structure supports the IDL programs. Provide an organizational chart for all IDL personnel.

- Describe how operational management facilitates relationships between instructional staff, technical support services, and student services.

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

*Specific Field Criteria for IDL: Resources are available to provide appropriate access to electronic records (e.g., student/faculty computerized databases) for students, regulatory bodies, and ACCET. Backup copies are produced and maintained off-site on a scheduled*

*basis. Electronic records are keyed and retrievable, both by student number and name. Records can be selected by start date or scheduled-to-graduate date cohorts, and by program of study.*

Supplemental Questions/Statements for IDL:

- Briefly describe the student/faculty database(s). Describe the structure and organization of student and faculty databases and list the content of both a typical student and a typical faculty record.

- What operational safeguards, including written procedures, exist to ensure the integrity of and access to electronic IDL student records in the event of equipment problems and/or school closure?

F. Professional Relationships: The institution establishes relationships, memberships, and affiliations with professional and other organizations within the education/training and employer/industry, and community network. These relationships are maintained, utilized, and documented for the purpose of enhancing the quality of the education, training, and student services.

*Specific Field Criteria for IDL: Cooperative relationships with other IDL institutions, vendors, sponsoring organizations, and networks are maintained. Such relationships are used to develop institutional expertise in the design and delivery of quality training that uses effective IDL technologies.*

Supplemental Questions/Statements for IDL:

- Describe the institution's professional relationships with other organizations. How are they used to enhance the quality of the educational design and methodology of the IDL programs?

**Standard III – Financial Capacity and Responsibility**

The institution is fiscally sound and demonstrates ethical financial practices.

B. Financial Procedures: The institution assesses its finances at adequate intervals, at least quarterly. Written policies and procedures exist for proper financial controls and the supervision of financial management staff. Tuition charges are applied fairly and consistently. All financial transactions, including all charges and payments of tuition and other program costs are properly recorded and tracked on individual student ledgers. Cancellation and refund policies are written, fair, and equitable; are consistently administered; and comply with statutory, regulatory, and accreditation requirements. Qualified and capable individuals manage and evaluate the effectiveness of the financial operations and practices.

*Specific Field Criteria for IDL: The institution maintains effective oversight of the financial status of its IDL programs and implements procedures to timely determine the enrollment status of students relative to financial obligations and graduation processes.*

Supplemental Questions/Statements for IDL:

- How are IDL programs included in the institution's overall budget?

- Demonstrate that the budget provides for appropriate updating of the technologies adopted for IDL programs.

- For IDL students, what are the policies and procedures for:
  - Determining last date of attendance (LDA),
  - Monitoring student attendance,
  - Identifying dropouts and making timely refunds, and
  - Conducting initial and exit counseling?

**Standard IV – Curriculum Design and Development**

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

A. Educational Goals and Objectives: The institution's programs and courses have appropriate and measurable educational goals and objectives. The curriculum content and learning experiences are preplanned and present a sound, systematic, and sequential learning experience for students. The content and length of programs ensure that sufficient and appropriate knowledge and skill elements are included to meet the specific and measurable performance outcomes expected for the courses and programs. The institution must demonstrate that the length of the program is appropriate to provide a student with the requisite knowledge and skills of the courses and programs.

   *Specific Field Criteria for IDL: The curricular content and learning experiences are structured in a form appropriate for IDL commensurate with institution-wide standards. Further, this structure is demonstrated to be well suited to the technology selected to deliver the training.*

   Supplemental Questions/Statements for IDL:

   - List the courses/programs that are offered in whole or in part via IDL.

   - Describe how the institution determines the clock hour length and applicable credit hour attribution for the IDL program or portion of the program.

   - Describe how the institution ensures that the clock hour or applicable credit hour requirements are met for courses/programs offered in an online, asynchronous delivery mode.

   - Provide a copy of the institution's written policy and procedure for course design and development. How does the process ensure that the technology utilized in course delivery is appropriate for the course content?

   - Demonstrate that the same courses/programs offerings in both IDL and classroom-based formats share the same curricular objectives and expected learning outcomes.

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 relevant, up-to-date, readily available, and facilitate positive learning outcomes.

*Specific Field Criteria for IDL: Program materials that clearly guide students through courses/programs have been adopted or adapted and are demonstrated to be effective and appropriate to the selected technology/methodology.*

Supplemental Questions/Statements for IDL:

- Describe how the design of course materials and syllabi contain clear directions and helpful guidelines that support the IDL students' effective use of the selected technology/methodology.

- Demonstrate how course materials provide a structure that enables interaction between students and instructors.

- Provide copies of the written policies and procedures for ensuring that program materials including textbooks are delivered timely to students. Identify whether program materials are delivered electronically, in hard copy, or both.

- Describe the library and other electronic resources available to support the curriculum requirements of IDL students.

**Standard V – Instructional Delivery and Resources**

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

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

*Specific Field Criteria for IDL: The institution's instructional methods suit the delivery of the materials, the information being conveyed, and the stated outcomes of the courses/programs. Instructional methods are appropriate for courses/programs offered via IDL and encourage*

*active participation from students. The importance of appropriate interaction (synchronous or asynchronous) between instructors and students and among students is reflected in the design of the program and its courses and in the technical facilities and services provided. Any portions of the courses/programs that are contracted out must meet the requirements of ACCET Document 34 – Policy on Contracting for Educational Delivery.*

Supplemental Questions/Statements for IDL:

- Describe how the technology used to mediate the courses supports an effective and dynamic virtual classroom environment.

- What provisions for faculty-student and student-student interaction are included in the program design and course syllabi?

- Provide copies of the written procedures used to ensure that faculty implement the technology/methodology consistently.

- Are students required to adhere to a structured timeline? If so, how is the timeline defined: daily objectives, weekly objectives, modular/term objectives, etc.? Describe techniques used to keep the class on the same timeline.

- Describe any portion of the curriculum delivery contracted out to a third party. Provide evidence of compliance with the requirements outlined in ACCET Document 34 – Policy on Contracting for Educational Delivery.

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

*Specific Field Criteria for IDL: The institution provides a consistent and coherent technical framework for student and faculty use. Changes in technologies are systematically and effectively implemented to minimize the impact on students and faculty.*

Supplemental Questions/Statements for IDL:

- Does the institution utilize a software application (learning management system) for the delivery and/or management of the IDL program/course? If so, identify the learning management system (LMS) and describe how the LMS is used for the administration, documentation, tracking, and/or delivery of the IDL program/course. Attach the LMS agreement and identify the expiration date for the agreement.

- What provisions have been made to assure a robust and secure technical infrastructure, providing maximum reliability and privacy for students and faculty? Describe the software and hardware used to deliver the courses/programs offered at a distance. Is the equipment/software owned, leased, or rented? How is the equipment/software maintained? Provide a schedule for upgrading equipment and software.

- Describe the equipment and/or software students will need to access the courses/programs. Is any equipment or software provided by the institution? How are students informed of technical requirements?

- Describe how students and faculty are oriented and trained in the use of the technologies required for successful course participation.

- Describe how technical support is reasonably available to students during hours when it is likely to be needed. How do students access this support? How is the effectiveness of this support measured, and what have been the results of such evaluations in the last 12 months?

- When a student or instructor progresses or transfers from one course or program to another, is it necessary to learn another software program or set of technical procedures? If so, how is this facilitated?

- Describe the processes in place to orient instructors and students to new software or systems when they are adopted.

**Standard VI – Qualifications and Supervision of Instructional Personnel**

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

B. Supervision of Instruction: Individuals with relevant education and experience in instructional delivery and management supervise instructional personnel. Supervisors of instructional personnel demonstrate effective evaluation and direction of such personnel. At least annually, qualified supervisors conduct and document an in-class observation, and review with the instructor that classroom observation, to include any administrative responsibilities as applicable to the institution and any collected student feedback.

   *Specific Field Criteria for IDL: Individuals with relevant education and experience in IDL are utilized effectively in planning, developing, implementing, and monitoring the IDL courses/programs.*

   Supplemental Questions/Statements for IDL:

   - Describe the education and experience of each instructional supervisor and course designer relative to IDL expertise and provide a resume and/or ACCET Document 6 for each.

   - Provide a copy of the institution's written policy and procedure for the observation of IDL classes. Describe how the results of the observations are used to improve the performance of instructors.

C. Instructor Orientation and Training: The institution develops and implements written policy for the effective orientation and training of instructional personnel to ensure consistent and

effective instruction. Regular and relevant internal training and/or external professional development of instructional personnel are conducted and documented.

*Specific Field Criteria for IDL: Instructors who teach IDL courses are appropriately oriented and trained in the effective use of the technology/methodology to ensure a high level of instructional quality and effective communications with students.*

Supplemental Questions/Statements for IDL:

- Provide a copy of the institution's written policy and procedure for instructor orientation and training activities that prepare faculty to teach via IDL courses/programs.

- What provisions ensure that adequate attention is given to teaching methods that are either unique to IDL or desirable for effective teaching in the IDL environment?

- Provide a copy of the institution's written policy and procedure relative to continuing professional development opportunities for instructional staff to enhance skills in distance learning methodology. How is the effectiveness of this professional growth and development assessed? Provide documentation demonstrating the completion of relevant professional development by IDL faculty and staff over the past 12 months.

**Standard VII – Admissions and Student Services**

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

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

*Specific Field Criteria for IDL: All advertising, promotional materials, and other representations by or on behalf of the institution clearly indicate which courses/programs are offered in whole or in part in an IDL format. These materials and representations include reference to any requirements unique to students participating in courses/programs taught via IDL.*

Supplemental Questions/Statements for IDL:

- Demonstrate that prospective students receive all necessary information to make an informed choice prior to enrollment, including, but not limited to, the following disclosures:
  - the level of technical competence required for successful participation,
  - estimated timeline for program completion,

- library and other learning services either required or available to support IDL students, and the skills necessary to access them,
- arrangements for interaction with the faculty and fellow students, and
- information to assist prospective students in understanding learning expectations.

- For programs that require both resident and IDL participation, how are students properly informed prior to enrolling?

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

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

*Specific Field Criteria for IDL: Admissions policies, procedures, and documents, including enrollment agreements and catalogs, fully and clearly represent the conditions and requirements related to IDL.*

Supplemental Questions/Statements for IDL:

- What criteria are used to determine the student's eligibility for admission to the IDL courses/programs, if different from those used for residential students? Where are they published?
- Are there any specific enrollment criteria for international students in IDL programs?

- Provide a copy of the cancellation and refund policy/procedures specific to IDL students, as stated in the enrollment agreement and catalog.

- In what format(s) is the catalog available to students? What procedures of the institution ensure that all students receive a catalog in one format or another prior to making any obligation to the institution?

- How does the institution address the issue of electronic signatures and electronic enrollment agreements?

- Describe how the institution provides IDL students with the following:
  - admissions counseling,
  - application/registration processing,
  - any entrance examinations, and
  - financial counseling, including access to secure payment arrangements.

- Describe what methods the institution has established to:
  - verify the identity of students to ensure that the student who registers for a program/course delivered by interactive distance learning is the same student who participates in and completes the course or program and, if applicable, receives the academic credit,
  - protect the privacy of students enrolled in IDL training, and
  - notify students, prior to enrollment in IDL training, of any projected additional student charges associated with the verification of student identity.

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

*Specific Field Criteria for IDL: Appropriate services are available for students of IDL programs, both on and off the institution's physical campus.*

Supplemental Questions/Statements for IDL:

- List and describe how the institution provides services to IDL students, including the following:
  - academic advising,
  - tutoring,
  - bookstore services, and
  - complaint procedures, including implementation of the requirements of ACCET Document 49.1 – Notice to Students: ACCET Complaint Procedures.

- What challenges have been identified unique to the institution's IDL students? How does the institution identify students at risk, and what steps are taken to counsel/advise them in order to maximize retention?

**Standard VIII – Student Assessment and Achievement**

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

B. Attendance: Performance measurements are written, periodically evaluated, and updated to ensure instructional effectiveness. The institution has an educationally sound, written assessment system that appropriately relates to the performance objectives of the program or course and includes at a minimum, the grading scale, grading criteria and weighting, and means of assessment such as tests, quizzes, reports, projects, attendance, and participation. The institution clearly and effectively communicates the assessment system to students at orientation and/or the beginning of the course/program.

*Specific Field Criteria for IDL: Policies have been established for expected levels of student participation in IDL courses/programs. All students and faculty are aware of these policies, which are consistently and accurately administered, monitored, and documented.*

Supplemental Questions/Statements for IDL:

- How is attendance defined (e.g., how does the institution account for the students' time on task compared to the clock hours comprising the courses/programs) and monitored for IDL students? How and where are attendance records maintained?

- Can students complete assignments at their own pace? If so, describe how student participation is monitored.

C. Student Progress: The institution effectively monitors, assesses, and records the progress of students utilizing an educationally sound and clearly defined assessment system established by the institution. Semester credits, quarter credits, clock hours, and/or continuing education units are used to denote the successful completion of the education and training services. Student progress is documented consistently in accordance with institutionally established performance outcomes and is communicated to all students. Students are informed of their progress on a regular and timely basis. The institution publishes a clear description of its requirements for satisfactory student progress, as well as the consequences for failure to meet these requirements and utilizes sound written policies and procedures to determine student compliance with these requirements and to document the results.

*Specific Field Criteria for IDL: Policies, procedures, and practices are documented and consistently implemented to reliably measure student progress within the context of the IDL format. When examinations are employed (paper examinations, online examinations, writing assignments, demonstrations of competency, etc.), they take place within circumstances that include verified student identity. The institution otherwise seeks to assure the integrity of student work.*

Supplemental Questions/Statements for IDL:

- How and when are students provided with information about their assignments, progress, and grades, including specific feedback on assignment results? How is this information secure? How are student assignments submitted?

- Describe how the institution ensures the authenticity of the student's work, including what measures/safeguards are in place to ensure that the enrolled student is the individual completing assignments, tests, and evaluations. Included must be evidence that the institution verifies the identity of a student who participates in class or coursework by using, at the option of the institution methods, such as (a) a secure login and pass code; (b) proctored examinations; and (c) new or other technologies and practices that are effective in verifying student identity.

- How is instructor response time to student assignments/tests/evaluations measured and evaluated, and relative to what standards?

- Describe the process for administering student examinations. Provide copies of the written policies and procedures in place to assure the identity of the student and the integrity of student work.

- Describe how student satisfactory academic progress (SAP) is tracked, including how the institution identifies and counsels IDL students who fall behind in their work and/or are struggling academically. Attach written SAP policies and procedures for (1) tracking student participation and satisfactory academic progress and (2) providing student counseling to remedy academic deficiencies.

- Describe the institution's retention strategies and attach written retention policies and procedures to ensure students' academic achievement and successful completion of the IDL programs/courses.

**Standard IX – Institutional Effectiveness**

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

A. Student Satisfaction: The institution establishes and implements written policies and procedures that provide an effective means to regularly solicit, assess, document, and validate student satisfaction relative to the quality of education, training, and student services provided. The institution maintains open lines of communication with students and demonstrates responsiveness to student issues. As appropriate to the length of the program or course, the institution conducts interim student evaluations and a final evaluation upon completion of the term of enrollment measuring the totality of the student experience. Student feedback is utilized to improve the education, training, and student services provided by the institution.

   *Specific Field Criteria for IDL: The institution's processes for measuring and analyzing participant satisfaction yield useful data specific to the IDL technology/methodology and the student experience interacting with instructors and other students within the virtual classroom environment.*

   Supplemental Question/Statement for IDL:

   - Describe procedures for obtaining feedback from IDL students. How is this feedback used to evaluate course content and to assess and improve the effectiveness of course design, materials, and technology/methodology utilized in the IDL environment?

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

   - Completion: The number of participants who complete the programs and courses in which they enroll is consistent with the benchmarks established by the Accrediting Commission.

   - Job Placement: Institutions offering vocational programs provide job placement assistance to graduates and document the results to enhance the effectiveness of the training services provided. The quality of such programs is validated by positive training-related outcomes consistent with the benchmarks established by the Accrediting Commission.

*Specific Field Criteria for IDL: Completion and placement rates, as applicable, for IDL courses/programs are monitored separately from the institution's non-IDL courses/programs to ensure outcomes consistent with ACCET-mandated benchmarks.*

Supplemental Question/Statement for IDL:

- Avocational courses/programs only: How does the institution define a completer of its IDL courses or programs to calculate completion rates? What are the completion rates for students in each IDL course/program?

- Vocational programs only: Provide a separate ACCET Document 28.1 – Completion and Placement Statistics for each vocational IDL program distinct from those documents that might record completion and placement outcomes for any residential version of the same program.

- Vocational programs only: Describe how placement services are provided to IDL students. How are job referrals generated and disseminated? How is placement data gathered, documented, and verified for use in creating ACCET Document 28.1 – Completion and Placement Statistics?