IPQ # 1: The program offers advising and other services to support instruction and meet students’ needs.

Standard 3.1. Educational and career advising is provided to all students.

1. Describe your job responsibilities as advisor. How are advising activities implemented, coordinated, and revisited with each student as needed? Describe how student files are maintained and describe any policy that exists in regard to the confidentiality of these files.

2. How many hours per week, and weeks per year do you devote to the advisor duties? On the average, how much time is spent with each student?

3. How does the program ensure that all students have access to advising services? Is there a posted schedule stating dates and times that advising is available to students?

4. In what ways does the program have a method for helping students explore, plan, and acquire the skills and knowledge needed to achieve their education and/or career goals based on the Guide for Completing the Student Education and Career Plan?

5. An education and career plan is developed in consultation between the advisor and the student. What percentage of students has completed the initial stages of a documented education and career plan?

6. How are student goals identified, reported, revisited and updated? Comment specifically on goals related to postsecondary education and career readiness. Describe the policy for following-up on goals for those students who are no longer with the program. How is the policy implemented?

7. In what ways does the program ensure that non-native English speakers are provided the same level of advising support as native English speakers?

Advisor Interview Questions revised 2015-2017
Standard 3.2. The program provides reasonable accommodations for students with physical and learning disabilities either through the Program’s own resources or by referral to outside agencies.

1. Describe the process for a student to secure accommodation(s) when he/she self-discloses a disability.
2. Describe any disability training provided to staff.
3. What is the program's policy related to accessing confidential student information? How are all staff informed of this policy?

Standard 3.3. The program has adequate retention strategies in place.

1. Describe the processes for student recruitment, intake, assessment, placement, and orientation (including whether there's a student handbook), and to what extent these processes are effective.
2. Describe any retention strategies employed by the program to ensure students remain with the program long enough to achieve their goals.
3. Under what circumstances and how are students referred to other agencies and services?

IPQ # 5: Program continuous improvement planning embodies effective organizational structures and processes to serve the needs of adult students.

Standard 5.1. The continuous improvement planning process is purposeful, ongoing, and systematic, and is focused on the program’s effectiveness in supporting learners in the attainment of language and literacy skills.

1. In what ways are you involved in continuous improvement planning activities? (e.g., participation at staff meetings or other program based meetings)
2. Describe ways that postsecondary education and career readiness is included in the process of continuous improvement planning.
Standard 7.2 The program has effective and equitable personnel policies and procedures.

1. Describe the written policies and procedures (including grievance procedures) provided to new staff.

2. Describe the supervision you receive, and how your job performance is evaluated.

Overall Comments on the Program

1. What are the strengths of the program?

2. If you were in charge of the program, what changes or additions would you make?