INTERNATIONAL HIGHER EDUCATION

ACCREDITATION HANDBOOK

AIAASC

AMERICAN INTERNATIONAL ACCREDITATION
ASSOCIATION OF SCHOOLS AND COLLEGES

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INSTITUTIONAL SELF-ASSESSMENT

Introduction

The institutional self-assessment constitutes the most important part of the AIAASC accreditation process. Its purpose is to help institutions assess and improve existing operations. Moreover, as a comprehensive report documenting the institution's qualifications for accreditation based upon AIAASC's *Standards of Accreditation for International Higher Education*, the self-assessment provides external evaluators with a broad understanding of the institution's purpose, operational culture, administrative procedures, and educational outcomes. Once the self-assessment report has been peer-reviewed by AIAASC, a full accreditation site visit is conducted by higher educational professionals who use these standards, along with the institution's self-assessment and supporting documentary evidence, to evaluate institution-wide operations, to provide collegial peer-review, and to verify the institutional effectiveness and improvement plan. Upon completion of the site visit, the AIAASC accrediting organization judges the overall institutional record of compliance with AIAASC standards through its formal decision-making procedures. As such, AIAASC accreditation is designed to be a trust-based, standards-based, evidence-based, judgment-based, and peer-based process.

The *Standards of Accreditation for International Higher Education* constitutes the criteria against which an institution is evaluated and accredited. As such, the eight standards, corresponding indicators, and accompanying items of evidence define normative expectations and characteristics of good practice in international higher education and thus provide both a structured framework for engaging in institutional self-assessment and a process for demonstrating the positive outcomes of such self-assessment. Similarly, they enable AIAASC to monitor institutional or programmatic performance in advancing academic quality, student learning, and achievement.

AIAASC bases its accreditation judgments on the following areas: the mission, vision, and values of the institution; the design, delivery and assessment of American-styled educational programs; the instructional qualifications and teaching effectiveness of the faculty; the resources allocated for student support and safety; the structure and effectiveness of governance and leadership; the financial strength of the institution; the administrative staff and operating procedures; the suitability of buildings and facilities, information technologies, and physical grounds; the effectiveness of the institutional improvement plan; the commitment to institutional integrity and environmental sustainability; and other such key elements that demonstrate that the accredited institution is a quality, well-functioning, and ethically-grounded organization following recognized good practice in international higher education.

The AIAASC accreditation standards were developed specifically for institutions of international higher education and indicate high-quality educational practice. These standards should be used by the institutional stakeholders to self-assess their academic and administrative operations to ensure that they are providing rigorous educational programs consistent with the standards and practices of comparable international higher education institutions. Institutions that continually engage in self-assessment and set goals based on AIAASC standards—as described in the following seven self-assessment steps below—will ensure that they are providing high quality educational programs for all students.

STEP 1 CREATE THE SELF-ASSESSMENT STEERING COMMITTEE

Upon deciding to seek AIAASC accreditation, the institution should create a steering committee tasked with strategic oversight of both the larger accreditation review process and the more specific exercise of collecting documentary evidence and completing the self-assessment report. This committee will be responsible for providing leadership and institutional planning for the many requirements of institutional accreditation including, for example: allocating human and financial resources; creating administrative structures and procedures that support progress; establishing the timelines, targets, and milestones that must be met; and the identifying, collecting, and organizing of data and evidence that demonstrate institutional compliance with AIAASC standards.

Given the institution-wide nature of accreditation, the composition of the steering committee should be inclusive and diverse, representing as it must, the many interests and outlooks of institutional stakeholders. Because the process of self-assessment requires an in-depth review of all aspects of institutional operations—often requiring detailed and technical knowledge and information—the committee should include representatives of all functional departments. Responsibility for completing the different sections of the self-assessment should be divided among committee members. As a reflection of the entire institution and all its internal stakeholders, the completed self-assessment report should represent the steering committee's collective work and findings and should not be the work of one or two individuals.

STEP 2 CONDUCT THE SELF-ASSESSMENT

To conduct the self-assessment, the steering committee carefully reviews each standard and evaluates the extent to which the institution may be deemed to be in substantial conformity with the general standard and corresponding indicators. Because the self-assessment process is designed to help the institution recognize strengths as well as identify, appreciate, and address weaknesses, the institution should not use the self-assessment process to merely defend existing polices and practice. The committee must be truthful and objective when evaluating institutional practice in order to ensure that the self-assessment process is being constructively followed and transparently presented. Every institution will have weak and strong areas. But by providing honest and objective assessments, the committee is able to commend the institution for the positive things it does well and focus on seeking continuous improvements to areas of relative weakness.

Using the AIAASC Self-Assessment Template

AIAASC has created a self-assessment template that is clearly articulated and easy to use, yet comprehensive in scope. For example, all AIAASC standards and indicators appear within the template so that steering committee members need not refer to separate copies of the eight standards. Similarly, each standard appears on a separate chart which can be easily copied and transferred to a separate document for treatment by individual steering committee members assigned to that standard. Finally, clear instructions for filling out the self-assessment report appear throughout the template.

To begin the process of self-assessment, the steering committee must qualitatively rate the institutional performance for each of the standards and corresponding indicators. This is done in two places in the self-assessment template. First, following the narrative summary of each of the eight standards, there is a comment field entitled "*Institutional Response and Approach to Standard*" in which the steering committee must provide a general yet brief description of how the institution strives to uphold the principles and practices affirmed in that standard. The steering committee should use this space to describe in general terms how institutional attitude and practice exemplify the spirit conveyed by the standard narrative summary.

Second, and more importantly, for each substantive element described in standard indicators, the steering committee must rate itself in the scoring rubric provided and briefly explain the reasons for selecting that rating. Please note that it is the standard indicators—*and not the introductory narrative summary*—that are used as criteria for evaluating compliance with the eight AIAASC accreditation standards. For this reason, it is important that the steering committee give particular thought and attention to each scoring rubric. Note also that longer and more complex indicators have two scorings rubrics to complete; one for the general principle affirmed, and a second for the examples listed in support of that principle. Dual rubric scorings apply to indicators 2.19, 2.21, 3.2, 3.9, 3.10, 3.13, 3.14a, 4.14, 4.15, 5.11, 5.22, 5.23, 5.24, 6.3b, 6.4, 7.1, 8.1, 8.4b, 8.8, and 8.10.

Rubric Scoring Guidelines

It is important that the steering committee read and interpret the scoring rubrics according to the following guidelines. In order that the scoring rubrics align to content of each specific indicator, there is necessarily some variability in the wording from one rubric to the next. However, most of the scoring rubrics for standard indicators require that the steering committee select from one of the following descriptors by checking the corresponding box.

☐ **Initial processes** ☐ **Emerging processes** ☐ **Developed processes** ☐ **Extensive processes**

N.B. Selecting is done by double-clicking on the desired checkbox and changing the default value to "Checked". The same process is used for changing scores.

AIAASC has purposefully chosen these descriptors to describe the many possible developmental and progressive stages that characterize administrative practice in the design, delivery, and assessment of international higher education programs. Given the dynamic nature and changing landscape of international higher education, as well as the many new initiatives and responses that such change requires of such institutions, it is obvious that all institutions will have developed "*Extensive processes*" in some areas while simultaneously working to devise "*Initial processes*" in other emerging areas. Similarly, based upon new opportunities, new leadership, or a newly revised mission statement, even old and well–established institutions will find themselves faced with the task of creating new policies and programs that will necessarily remain in an "*initial phase*" for some time. For example, how institutions respond to the climate crisis by implementing a strategic plan for low-carbon operations is a case in point. As such and as stated above, the steering committee must evaluate its institutional practice with candor and humility if the self-assessment process is to be constructive and premised upon continuous improvement.

To this end, the following detailed descriptions and intended meanings of the scoring rubrics should help institutions self-assess in line with good practice.

Initial or Preliminary: This refers to any institutional process, policy, procedure, practice, plan, program, proposal, or effort that would be objectively described in one of the following manners, from more to less developed:

More Developed	Developed	Less Developed
• basic yet limited in scope	• lacking in systematic application	• minimal evidence
• under early development	• lacking in integrative application	• tentative or under discussion
• applied in some areas	• implemented as trial only	• no evidence
• gradually being implemented	• random or haphazard application	• not implemented
• a new yet untested initiative	• contested or confusing application	• does not exist

Emerging: This refers to any institutional process, policy, procedure, practice, plan, program, proposal, or effort that would be objectively described in one of the following manners, from more to less developed:

More Developed	Developed	Less Developed
• basic yet gaining in scope	• gaining in systematic application	• noteworthy as early practice
• becoming well-developed	• gaining in integrative application	• applied in some areas to good effect
• applied in many areas to good effect	• gaining in standardized application	• planning is under development
• early generalized implementation	• suggestive of greater ambition	• early targeted implementation
• a new yet well-tested initiative	• general support increasing	• general support exists

Developed or Substantial: This refers to any institutional process, policy, procedure, practice, plan, program, proposal, or effort that would be objectively described in one of the following manners, from more to less developed:

More Developed	Developed	Less Developed
• sound and effective application	• applied systematically	• noteworthy as established practice
• well-developed implementation	• full integrative application	• applied in most areas to good effect
• applied in all areas to good effect	• standardized application	• well-established implementation
• generalized implementation	• align to good practice	• targeted implementation expanding
• uphold good practice	• lead to positive outcomes	• reflect good practice

Extensive or Comprehensive: This refers to any institutional process, policy, procedure, practice, plan, program, proposal, or effort that would be objectively described in one of the following manners, from more to less developed:

More Developed	Developed	Less Developed
• highly effective application	• systematic and coherent application	• follows established good practice
• applied in all areas to excellent effect	• reveal effective integrative strategies	• applied in most areas to excellent effect
• generalized effective implementation	• standardized and effective application	• fully-established implementation
• align to high professional standards	• lead to consistent positive outcomes	• comprehensively applied
• show improvement of good practice	• reflect new trends in good practice	• exemplify good practice

To conclude, the self-assessment scoring rubrics, and the language used above to describe them, are designed to help the steering committee reflect upon and assess—*generally*—how well institutional policies and practices align to the AIAASC standards and indicators. Additional follow-up discussions about both the specific ratings selected and the general question of alignment to AIAASC standards takes place during the onsite accreditation visit. The steering committee should therefore think about the rubric scoring exercise not in terms of quantitative or qualitative "grades" or "ratings" but as indicators of where institutional practice currently lies on a continuum of ongoing efforts in institutional effectiveness and improvement.

STEP 3 IDENTIFY AND ASSEMBLE ITEMS OF EVIDENCE

Principles of Accreditation Evidence

Evidence is documentation that substantiates an institution's assertion that it is in substantial conformity with AIAASC's eight *Standards of Accreditation for International Higher Education* and therefore meets AIAASC eligibility requirements and standards for accreditation. As stated above, AIAASC accreditation is designed to be an evidence-based process for rendering judgments about the institution's eligibility for accreditation. Assembling and using evidence to substantiate claims related to good practice in international higher education therefore constitutes the very foundation of the AIAASC accreditation process. For this reason, it is important that the steering committee keep itself fully informed of the principles and properties of good evidence within the specific

context of institutional accreditation. To this end, the *Northwest Commission on Colleges and Universities* (NWCCU), in appendix F page 81 of its accreditation handbook, provides a short yet useful *Guide to Using Evidence in the NWCCU Accreditation Process*. AIAASC encourages the steering committee to review this guide in order to help ensure that the body of accreditation evidence it assembles meets the standards of being *relevant, verifiable, representative, cumulative,* and *actionable*.

With respect to completing the AIAASC self-assessment template, evidence is documentation or items that substantiate the steering committee's selected rating for a standard indicator. For pieces of physical evidence such as reports, forms, or written documents, the steering committee will gather items of such evidence for each indicator and organize them into a separate folder for each standard. The folders containing items of evidence will be reviewed during the institution's full accreditation visit, but the institution should also refer to these files as part of the continuous improvement process. For items of electronic evidence such as web-pages, online reports, or links to documents housed on internal servers, the steering committee will insert the designated electronic links directly into the self-assessment template in the field marked "*E-Links, Notes, or Comments*" and include any supplemental information as needed, such as page numbers, cross-references, or explanatory comments.

Types of Accreditation Evidence

Listed after each indicator are possible or suggested items of evidence, with an additional check-box for "Other". The steering committee may check as many boxes as required to show compliance with the standard indicator. However, the committee should only choose items of evidence that will support the rubric rating selected for the indicator. It is also important to note that the suggested items of evidence as listed for the many standard indicators are generally organized according to their relative strength in the following manner:

1. Official policy-based documents
2. Internal policies and procedures
3. Agenda, attendance, and meeting minutes
4. Internal records
5. Examples of practice
6. Descriptions of practice

In the hierarchy of evidence selected and supplied by the steering committee for the self-assessment report, official policy-based documents such as contracts, certificates, handbooks, codes, regulations, statements, speeches, etc., constitute the most direct and concrete evidence of established legal, administrative, and operational practice. Formal written and adopted policies and procedures also constitute strong evidence of good planning and practice. Moreover, the existence of sound policies and procedures governing all areas of institutional decision-making, resource allocation, academic programming, operations, and assessment should be considered the norm in international higher education. Next in order of value are the agenda, attendance records, and written minutes of formal internal meetings. Such meeting records help document institutional priorities and proceedings, strategy and operational tactics, internal consensus as well as dissent, decisions and actions, resources allocated, accountabilities delineated, and improvements made. Next in importance are internal records such as administrative charts, training logs, assessment studies, position papers, draft proposals, internal communications, personnel files, student files, forms and templates, and any other records that help convey the internal workings and daily operational culture of the institution. Also valuable are documented examples or case studies showing how the institution addressed specific issues related to faculty, staff, students and administrative processes. Indeed, where formal policies don't yet exist for individual or unique situations, such examples can help AIAASC peer reviewers better understand the institutional approach, attitude, and action vis-à-vis such situations.

Finally, in the absence of other more formal types of evidence, a written narrative, testimonial, or verbal description of decisions and actions carried out also provide insights into the general principles and practices followed by the institution when formal policy guidelines are lacking.

It is also appropriate to mention that the list of recommended evidence provided for each standard indicator—in addition to serving as a menu to choose from for documenting AIAASC standards compliance—also serves as a pathway towards the larger goal of continuous improvement and greater institutional effectiveness. To this end, AIAASC encourages the members of the steering committee to regard the recommended items of evidence—where they don't yet exist—as possible policies, procedures, and initiatives to adopt as part of the institutional improvement plan and larger impulse towards continuous improvement.

In any event, when deciding what evidence to produce in support of AIAASC standard indicators, the steering committee should always strive to produce items of evidence that are relevant to the indicator under consideration, verifiable for the AIAASC peer review team, representative of wider practice, subject to confirmation and corroboration by multiple sources, and actionable in terms of providing pathways to continuous improvement.

STEP 4 CREATE THE INSTITUTIONAL IMPROVEMENT PLAN

After the self-assessment report has been completed the steering committee should use its findings to create an institutional improvement plan. All indicator scorings should be prioritized according to areas of greatest need and urgency. Indicators with the lowest scorings should become the main areas of focus for the institutional improvement plan. See the AIAASC guidelines on the *Institutional Improvement Process. (Under development)*

STEP 5 SUBMIT THE SELF-ASSESSMENT REPORT

Four months prior to the scheduled full accreditation visit, e-mail the completed self-assessment report and institutional improvement plan to the chair of the AIAASC accreditation team.

STEP 6 PREPARE THE ONSITE ACCREDITATION VISIT

The completed self-assessment report, along with the items of evidence, and institutional improvement plan will be used by the accreditation team to evaluate and validate the institution's self-assessment processes, and to assist in verifying whether the institution meets the AIAASC standards for accreditation.

STEP 7 UPDATE AND REVIEW THE INSTITUTIONAL IMPROVEMENT PLAN

Following the full accreditation visit, the institution will receive a *Visiting Team Accreditation Report*. This report will contain the accreditation team's ratings for each indicator, as well as commendations, recommendations, and required actions for selected indicators.

The institution should then update the improvement plan based upon the *Visiting Team Accreditation Report*. Indicators with the lowest ratings should become the areas of focus and priorities for the improvement plan. Any required actions must be immediately added to the institutional improvement plan and completed by the dates as indicated in the report. The institution should regularly self-assess itself to monitor its progress on all indicators of the AIAASC Standards.

GENERAL INFORMATION

OWNER / CHAIRMAN INFORMATION

Name of Owner / Chairman:

Cell Phone:

E-mail Address:

DIRECTOR'S INFORMATION

Name of Director:

Cell Phone:

E-mail Address:

INSTITUTION INFORMATION

Mailing Address:

Phone:

Fax:

E-mail:

Web Site:

Programs Included in Accreditation:

Total Enrollment:

INSTITUTIONAL DESCRIPTION

Include here a brief description of the institution, its history, and the community it serves. See Standard 7 and 7.1.

STEERING COMMITTEE INFORMATION

STEERING COMMITTEE CHAIRPERSON

Name of Chairperson:

Job Title:

E-mail Address:

COMMITTEE MEMBERS

Committee Member:

Job Title:

E-mail Address:

Committee Member:

Job Title:

E-mail Address:

Committee Member:

Job Title:

E-mail Address:

Committee Member:

Job Title:

E-mail Address:

Committee Member:

Job Title:

E-mail Address:

ACCREDITATION VISIT PREPARATION

Briefly describe what the institution has done to prepare for the accreditation visit.

COMMITTEE MEETING INFORMATION

Date:	Topic:
Date:	Topic:
Date:	Topic:
Date:	Topic:
Date:	Topic:
Date:	Topic:
Date:	Topic:
Date:	Topic:

REQUIRED ITEMS OF EVIDENCE

The institution must show evidence of the following requirements:

YES	NO	*Double click on box to mark with an "x." Change default value from "Not Checked" to "Checked."*
☐	☐	The institution is licensed by or approved by the government of the country where the institution is located.
☐	☐	The institution has been in operation for a minimum of one year.

ACCREDITATION STANDARDS SELF-ASSESSMENT TEMPLATES

STANDARD 1 — VISION, MISSION, AND VALUES

STANDARD 1 — VISION, MISSION, AND VALUES

The institution articulates a mission that defines institutional purposes, priorities, and goals appropriate to international higher education. It gives direction to operational activities and provides guidance to internal and external stakeholders. The mission conveys core values that place student learning, development, and achievement at the center of the institutional endeavor. Institutional governance is attentive to the changing landscape of international higher education and uses such insight for improving institutional effectiveness through an ongoing process of reviewing and revising, as needed, the mission and assessment of mission and goal achievement. The mission provides a basis for engaging in institutional reflection, internal and external assessment, and quality improvement. Together, the vision, mission, and values statements empower the institution to help students identify and establish their place within a rapidly changing and ecologically challenged globalized society.

Institutional Response and Approach to Standard 1: *Comment here:*

Indicator		
1.1a	**The institution's vision of the challenges of the globalized society that its students and stakeholders will encounter is clearly articulated.**	
	Rubric Scoring ☐No such articulation ☐Basic ☐Developed ☐Highly developed articulation	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Current vision statement	
	☐ List of locations where the vision statement appears in published, online, and internal documentation	
	☐ Description of how the vision statement responds to the challenges students and stakeholders encounter in a globalized society	
	☐ Other: *Please list and specify*	
1.1b	**This vision guides institutional mission, strategic thinking, long-term planning, and resource allocation.**	
	Rubric Scoring ☐Initial guidance ☐Emerging ☐Substantial ☐Comprehensive guidance	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Agenda, attendance, and minutes of meetings addressing how the vision guides institutional mission, thinking, planning, and resource allocation	
	☐ Records showing that the vision informs institutional mission, thinking, planning, and resource allocation	
	☐ Description of how the vision informs institutional mission, thinking, planning, and resource allocation	
	☐ Other: *Please list and specify*	
1.2	**The institution's mission statement reflects its vision, serves student needs, and defines its educational purpose in terms of student learning, development, achievement, and global engagement.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*

	☐ Current mission statement	
	☐ Agenda, attendance, and minutes of meetings addressing how the mission reflects its vision, serves student needs, and defines its institutional purpose	
	☐ Records showing that the mission reflects its vision, serves student needs, and defines its institutional purpose	
	☐ Description of how the mission reflects its vision, serves student needs, and defines its institutional purpose	
	☐ Other: *Please list and specify*	
1.3a	**The mission statement guides institutional decision-making related to curricular and co-curricular programming, planning, resource allocation, local community outreach, and global engagement**	
	Rubric Scoring ☐Initial guidance ☐Emerging ☐Substantial ☐Comprehensive guidance	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Agenda, attendance, and minutes of meetings in which the mission statement is referred to in decisions about programming, planning, resources, and outreach	
	☐ Records showing that the mission informs and directs decisions made about programming, planning, resources, and community and global engagement	
	☐ Examples of how the mission informs and directs decisions made about programming, planning, resources, and community and global engagement	
	☐ Description of how the mission informs and directs decisions made about programming, planning, resources, and community and global engagement	
	☐ Other: *Please list and specify*	
1.3b	**The mission serves as the basis for evaluating institutional, programmatic, and academic outcomes, both internally and against comparable external peer institutions.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Agenda, attendance, and minutes of meetings addressing the links between mission and institutional assessment, both internally and externally	
	☐ Records showing that the mission serves as a basis for evaluating institutional, programmatic, and academic outcomes, both internally and externally	
	☐ Records identifying comparable external peer institutions and including data analysis showing institutional improvement relative to them	
	☐ Examples of how the mission serves as a basis for evaluating institutional, programmatic, and academic outcomes, both internally and externally	
	☐ Description of how the mission serves as a basis for evaluating institutional, programmatic, and academic outcomes, both internally and externally	
	☐ Other: *Please list and specify*	
1.4	**The institution defines the values it embraces in pursuit of its mission.**	
	Rubric Scoring ☐No values defined ☐A few values defined ☐Multiple values well-defined	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Current values statement	

	☐ List of locations where the values statement appears in published, online, and internal documentation	
	☐ Examples of how institutional values contribute to daily operational behavior and mission accomplishment	
	☐ Description of how institutional values contribute to daily operational behavior and mission accomplishment	
	☐ Other: *Please list and specify*	
1.5	**The institution can clearly demonstrate the collaborative process through which the mission statement was created and formally adopted and that it involved participation of appropriate stakeholders in its creation.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how the mission statement is created, formally adopted, and revised	
	☐ Agenda, attendance, and minutes of meetings showing that multiple stakeholders contributed to the creation and adoption of the mission statement	
	☐ Description of how the institution involved representatives from all stakeholder groups in creating and adopting the mission statement	
	☐ Other: *Please list and specify*	
1.6	**The institution measures mission accomplishment methodically by demonstrating effective achievement of the goals, objectives, and indicators it articulates for academic programming, and student learning and development, achievement, success, and global engagement.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Institutional improvement plan	
	☐ Policies and procedures governing institutional effectiveness and quality improvement processes	
	☐ Internal assessment reports documenting the achievement of mission-related goals and objectives	
	☐ Description of how the institution uses the mission statement in staff and public meetings as a guide to determine progress toward achieving the mission	
	☐ Other: *Please list and specify*	
1.7a	**The institution engages in a periodic review of the content and relevance of the mission statement in collaboration with key stakeholders.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Agenda, attendance, and minutes of meetings addressing the formal review of mission statement content and relevance	
	☐ Records showing that there is a periodic review of the content and relevance of the mission that involves key stakeholders	
	☐ Examples of a periodic review of the content and relevance of the mission that involves key stakeholders	
	☐ Description of the process of periodic review of the mission statement that involves key stakeholders	

	☐ Other: *Please list and specify*	
1.7b	[The institution] **updates the mission in light of the evolving context in which international higher education takes place, and in accordance with the changing needs of student learning and development.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how the mission statement is created, formally adopted, and revised	
	☐ Agenda, attendance, and minutes of meetings addressing the revision of mission statement in light of the evolving context of IHE and student needs	
	☐ Description of the evolution of the mission statement over time and the reasons for revising the mission statement in the past	
	☐ Other: *Please list and specify*	
1.7c	**The institution redirects institutional planning and resources accordingly.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Minutes of meetings demonstrating the redirection of institutional planning and resources in response to changes in the mission statement	
	☐ Records showing institutional leaders redirecting institutional planning and resources in response to changes in the mission statement	
	☐ Examples of institutional leaders redirecting institutional planning and resources in response to changes in the mission statement	
	☐ Description of how changes to the mission statement result in the redirection of institutional planning and resources	
	☐ Other: *Please list and specify*	
1.8a	**The institution ensures that the mission is communicated to internal and external stakeholders.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Agenda, attendance, and minutes of meetings in which the institution communicates the mission statement to internal and external stakeholders	
	☐ Records showing that the institution communicates the mission statement to internal and external stakeholders	
	☐ Examples of how the institution communicates the mission statement to internal and external stakeholders	
	☐ Description of how the mission statement is communicated to internal and external stakeholders	
	☐ Other: *Please list and specify*	
1.8b	**The mission statement appears in appropriate print and digital publications and is displayed throughout the institution.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*

	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ List of locations where the mission statement appears in published, online, and internal documentation	
	☐ List of locations where the mission statement is displayed "on campus"	
	☐ Screenshots of website display of the mission statement	
	☐ Representative print publications displaying the mission statement	
	☐ Other: *Please list and specify*	
1.8c	**The institution ensures that key stakeholders know the mission.**	
	Rubric Scoring ☐Initial efforts ☐Emerging ☐Substantial ☐Extensive systemic efforts	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Agenda, attendance, and minutes of meetings showing that key stakeholders know the mission	
	☐ Records showing that key stakeholders know the mission	
	☐ Examples showing that key stakeholders know the mission	
	☐ Description of institutional efforts to ensure key stakeholders know the mission	
	☐ Other: *Please list and specify*	
END OF STANDARD 1		

STANDARD 2 — STUDENT LEARNING, DEVELOPMENT, AND ACHIEVEMENT

The institution's educational programs clearly reflect its vision, mission, and values and set standards for student learning, development, and achievement consistent with international higher education expectations and appropriate to the degrees, certificates, credentials, and employment to which they lead. The institution places its primary focus on the quality of student learning, development, and achievement within its educational programs.

The institution encourages students to take responsibility for, and gain autonomy in, the learning process, the building upon prior knowledge, and the application of such learning towards further education, career development, and civic engagement with global issues.

Institutional Response and Approach to Standard 2: *Comment here:*

Indicator		
2.1	**The content, delivery, goals, and intellectual rigor of academic programs are consistent with the institution's vision, mission, and values.**	
	Rubric Scoring ☐ Initial alignment ☐ Emerging ☐ Substantial ☐ Full & consistent alignment	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the curricular design of courses and programs	
	☐ Master course schedule and/or course catalog with course descriptions	
	☐ Examples showing how course content and goals for representative curricular programs align to the institutional vision, mission, and values	
	☐ Examples showing how instructional delivery and rigor for representative curricular programs align to the institutional vision, mission, and values	
	☐ Other: *Please list and specify*	
2.2	**The institution offers collegiate-level courses and curricular content consistent with equivalent institutions and recognized fields of study in international higher education.**	
	Rubric Scoring ☐ Initial alignment ☐ Emerging ☐ Substantial ☐ Full & consistent alignment	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the curricular design and review of courses and programs vis-à-vis equivalent institutions and recognized fields of study	
	☐ Agenda, attendance , and minutes of meetings dedicated to curricular development and review	
	☐ Master course schedule and/or course catalog with course descriptions	
	☐ Representative sampling of full course syllabi	
	☐ Records of external validation (e.g., involvement of external advisors from recognized universities or from relevant business or industrial sectors)	
	☐ Examples showing how course and curricular content are consistent with equivalent institutions and recognized fields of study in higher education	

	☐ Other: *Please list and specify*	
2.3	**The institution demonstrates that its instructional technique develops students' higher-order thinking skills such as quantitative reasoning, critical analysis, problem-solving, integrative thinking, meta-cognition, global learning, and sustainability literacy.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the curricular design and review of courses and programs vis-à-vis developing students' higher-order thinking skills	
	☐ Records showing how instructors use *Bloom's Taxonomy* in curricular design and delivery for developing students' high-order thinking skills	
	☐ Examples of how instructors help students develop their higher-order thinking skills to understand and contextualize course content	
	☐ Examples of how instructors help students understand how course content relates to the globalized society they face	
	☐ Examples of how instructors help students develop their integrative and cross-disciplinary thinking skills	
	☐ Examples of how instructors help students develop their sustainability literacy as it applies to the course content being delivered	
	☐ Other: *Please list and specify*	
2.4	**In pursuit of student learning and development, and to increase student opportunities for completing their chosen academic program, the institution provides appropriate responses and support mechanisms for students with individualized needs and different learning preferences.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing responses and support mechanisms provided to students with individualized needs and different learning preferences	
	☐ Records of training provided to help instructors identify and support students with individualized needs and different learning preferences	
	☐ Records or logs of instructor support for students with individualized needs and different learning preferences	
	☐ Examples showing how instructors provide appropriate responses and support for students with individualized needs and different learning preferences	
	☐ Description of how instructors provide appropriate responses and support for students with individualized needs and different learning preferences	
	☐ Other: *Please list and specify*	
2.5a	**To achieve maximum student learning and development, instructors monitor each student's academic progress and ensure that each student is achieving expected course learning objectives.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing faculty responsibilities in monitoring student academic progress and achievement of course learning objectives	
	☐ Representative selection of faculty course records or logs showing how they track student academic progress	
	☐ Description of in-class assessments used to gauge each student's progress and progressive achievement of expected course learning objectives	

	☐ Description of how instructors demonstrate the ability to assist each student in achieving course learning objectives	
	☐ Other: *Please list and specify*	
2.5b	**Individualized support or tutoring is provided as needed.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the provision of individualized support or tutoring	
	☐ Records or logs of individualized support or tutoring provided	
	☐ Examples of individualized support or tutoring provided	
	☐ Description of how individualized support or tutoring is provided	
	☐ Other: *Please list and specify*	
2.6	**In support of student learning, development, and achievement, and to ensure students complete their courses, programs, and degree requirements, the institution closely monitors and documents student performance and progress, shares outcomes with the student, and provides academic support or tutoring as needed.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures for monitoring and sharing with students their academic performance in courses, programs, and towards degree requirements	
	☐ Examples of how instructors and academic advisors share with students their academic performance in courses, programs, and towards degree requirements	
	☐ Records or screenshots of online student/course management platform	
	☐ Sample warning notifications regarding unsatisfactory academic progress and/or academic probation	
	☐ Records or logs of academic support or tutoring provided	
	☐ Description of process for monitoring and sharing with students their academic performance in courses, programs, and towards degree requirements	
	☐ Other: *Please list and specify*	
2.7	**Students successfully completing academic programs earn degrees, certificates, or credentials that are recognized in their respective professional fields of study, and where required, by the state Ministry of Education.**	
	Rubric Scoring ☐For a few programs ☐For some ☐For most ☐For all programs	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how the institution ensures that it gains appropriate recognition for its academic programs	
	☐ Records demonstrating that professional authorities recognize the degrees, certificates, and credentials of completed academic programs	
	☐ Records demonstrating that State or Governmental authorities recognize degrees, certificates, and credentials of completed academic programs	

	☐ Description of how the institution ensures that it gains appropriate recognition for its academic programs	
	☐ Other: *Please list and specify*	
2.8	**The institution articulates and publishes clear and easily accessible expected student learning outcomes, required sequenced coursework, and formative and summative assessment protocols for each academic program of study resulting in credit, degree, certificate, or credential.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how the institution articulates learning outcomes and corresponding formative and summative assessment protocols	
	☐ Institutional catalog describing the SLOs', requirements, and assessment protocols for each program of study resulting in degree, certificate, or credential	
	☐ Institutional website describing the SLO's, requirements, and assessment protocols for each program of study resulting in degree, certificate, or credential	
	☐ Course and program documentation describing expected learning outcomes	
	☐ Other: *Please list and specify*	
2.9	**For both courses and programs, student learning outcome expectations demonstrate a breadth, depth, sequencing, and synthesis consistent with the institutional mission, appropriate to international higher education, and pertinent to solving global problems.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how the institution articulates learning outcomes in line with mission, higher education, and global problem solving	
	☐ Master course catalog with course descriptions	
	☐ Records showing that the breadth, depth, sequencing, and synthesis of learning outcomes are mapped across courses and programs	
	☐ Description for each curricular area showing the scope of what students should know about the subject matter at the end of each year	
	☐ Description of how *Bloom's Taxonomy* is used in curricular design for articulating sequential learning outcomes within courses and across levels	
	☐ Description of how articulated learning outcomes align with the mission, international higher educational concerns, and resolving global problems	
	☐ Other: *Please list and specify*	
2.10a	**Consistent with its mission, the institution has a robust system of formative and summative assessment and evaluation to measure and improve the quality of student learning and development for all curricular goals and academic programs.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the design and delivery of formative and summative assessment processes	
	☐ Examples of formative and summative assessment methods for respective curricular goals and academic programs	
	☐ Description of formative and summative assessment methods and how they are aligned to curricular and programmatic goals	

	☐ Other: *Please list and specify*	
2.10b	**This** [assessment] **system includes both direct and indirect measures of student learning and development.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the design and delivery of direct and indirect measures of student learning and development	
	☐ Examples of direct and indirect measures of student learning and development for respective curricular goals and academic programs	
	☐ Description of direct and indirect measures of student learning and development for respective curricular goals and academic programs	
	☐ Other: *Please list and specify*	
2.11	**The instructional faculty plays a central role in assessment processes and follows the principles of transparency, equity, and rigor in designing, delivering, and using assessment processes and data.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how instructors provide assessment feedback on student work and in-class performance	
	☐ Records showing that faculty-led bodies use systematic practices for reviewing curricula, analyzing student learning, and planning for institutional improvement	
	☐ Description of the role faculty play in assessment processes	
	☐ *Institutional Review Board* (IRB) policies	
	☐ Examples of using IRB policies to inform assessment processes	
	☐ Other: *Please list and specify*	
2.12	**Within academic courses, instructors use formative and summative assessment techniques to monitor the quality of student learning and development; to compare entry-level to end-of-course knowledge and skill acquisition; and to revise the curriculum and course content and delivery as needed for improved student learning, development, and achievement.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the assessment of student learning	
	☐ Assessment records showing well-developed processes, including faculty training, use of scoring rubrics, and cross departmental collaboration	
	☐ Examples of formative and summative assessments used by instructors to determine students' entry-level and end-of-course knowledge	
	☐ Examples of how instructors use assessment data to modify the curriculum where necessary to improve student learning, development, and achievement	
	☐ Description of how instructors use assessment data to modify the curriculum where necessary to improve student learning, development, and achievement	
	☐ Other: *Please list and specify*	

2.13	**In addition to assessing course and programmatic learning outcomes, and as part of its social responsibility to address global problems, the institution commits to assessing the sustainability literacy of students, faculty, and staff.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing institutional efforts to raise stakeholder awareness of environmental challenges and recommended policy responses	
	☐ Sustainability literacy assessment reports and data	
	☐ Examples of promoting and assessing sustainability literacy among students, faculty, and staff	
	☐ Description sustainability literacy assessment of students, faculty, and staff	
	☐ Other: *Please list and specify*	
2.14	**Consistent with its mission and in pursuit of continuous improvement in student learning, development, and achievement, the institution uses meaningful external assessment tools and processes to measure and validate aggregate student learning and performance over time.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the use of external assessment tools and processes	
	☐ External assessment reports and longitudinal data	
	☐ Contract agreement between the institution and the external assessment company or provider	
	☐ Description and schedule of external assessments	
	☐ Description of how the institution uses data from external assessments	
	☐ Other: *Please list and specify*	
2.15	**External assessment outcomes are compared to appropriate peer institutions, used to identify improvements to instructional and administrative operations, and made easily available to institutional stakeholders.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the use of external assessment tools and processes	
	☐ List of regional and/or national peer institutions used to compare performance along with the set of criteria or indicators used in such comparative analysis	
	☐ Examples and description of how the institution compares data from external assessments against appropriate peer institutions	
	☐ Examples and description of how the institution uses data from external assessments to improve instructional and administrative operations	
	☐ Examples and description of how the institution makes data from external assessments available to institutional stakeholders	
	☐ Other: *Please list and specify*	

2.16a	**The institution monitors and statistically analyzes student learning and development through course, programmatic and institutional examination scores and completion rates.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing institution-wide assessment processes	
	☐ Institution-wide assessment reports and data related to course, programmatic and institutional examinations scores and completion rates	
	☐ Learning outcomes assessment reports disaggregated by key demographic factors (e.g., gender, ethnicity, first generation, etc.) to reveal and promote equity	
	☐ Student examination results	
	☐ Other: *Please list and specify*	
2.16b	**The institution compares results over time and, based on assessment evidence, documents actions taken for improving student achievement.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how the institution defines student achievement and engages stakeholders in supporting and improving it	
	☐ Year-to-year institution-wide longitudinal assessment reports and data	
	☐ Records of actions taken for improving student achievement based on data	
	☐ Other: *Please list and specify*	
2.17	**The institution collects, analyzes, and archives assessment indicators of student learning, development, and achievement and uses such information to improve programmatic and institutional effectiveness.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the assessment of student learning, development, and achievement	
	☐ Organized longitudinal assessment reports and data	
	☐ Examples of how the institution uses assessment data to improve programmatic and institutional effectiveness	
	☐ Description of how the institution uses assessment data to improve programmatic and institutional effectiveness	
	☐ Samples of marked and corrected student work	
	☐ Description of secure archival storage of student exams and work	
	☐ Other: *Please list and specify*	
2.18	**Consistent with its mission and appropriate to the higher level of graduate and professional education, the institution articulates graduate program goals and objectives, curricular content, instructional methods, performance standards, learning resources,**	

	assessment processes, learning outcomes, and support services that are clearly differentiated from undergraduate education and programming.	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing graduate programs (academics, assessment, administration, and support services)	
	☐ Graduate catalog, handbook, or online program description and policies	
	☐ Examples of how graduate programs are clearly differentiated from undergraduate programs	
	☐ Description of how graduate programs are clearly differentiated from undergraduate programs	
	☐ Other: *Please list and specify*	
2.19	**Standards for graduate programs include, but are not limited to, the following attributes: greater depth of study, engagement in original research, more demands placed on independent analytic reasoning, greater intellectual rigor, deeper and wider knowledge of scholarship and professional practice in one's chosen field, greater capacity for creative thinking, and interaction with faculty advisors normally expected to hold a terminal degree in their field of study.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes ☐A few such standards ☐Most standards ☐All such standards	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing graduate programs (academics, assessment, administration, and support services)	
	☐ Graduate programs descriptions and requirements highlighting the relationship between undergraduate and graduate requirements and expectations	
	☐ Records showing graduate program requirements are regularly reviewed so as to remain current with disciplinary and professional standards	
	☐ Graduate course catalog with course descriptions	
	☐ Graduate faculty credentials and résumés (Curriculum Vitae)	
	☐ Other: *Please list and specify*	
2.20a	**The institution has policies and procedures for administering student and staff research activity and output at the graduate level.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Extensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing graduate student and staff research activities (including procedures for assessing the viability of research proposals)	
	☐ Records tracking staff and student research activity and output	
	☐ Description of processes governing graduate student and staff research	
	☐ Other: *Please list and specify*	
2.20b	**Supervision over graduate research students is structured, effective, and premised upon student learning and development, improvement, and research output.**	

	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing supervision over graduate research students	
	☐ Evidence of appropriate advising, feedback, and faculty support vis-à-vis graduate students, including documented student-faculty meetings	
	☐ Description of supervision processes over graduate research students	
	☐ Research advisor's reports on research activity	
	☐ Evidence of effective partnerships between institutional research activity and the commercial sector	
	☐ Other: *Please list and specify*	
2.20c	**Research students have access to facilities and resources appropriate to their needs and consistent with program goals.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing graduate programs (academics, assessment, administration, and support services)	
	☐ Description of graduate programs facilities and resources	
	☐ Description of alignment between graduate program facilities/resources and graduate program goals	
	☐ Other: *Please list and specify*	
2.21	**When evaluating graduate faculty, the institution uses, but is not limited to, the following criteria: scholarly activity, citations, grant funding record, capacity for mentoring, publishing record, excellence in teaching, direct participation in appropriate professional conferences, and civic engagement in local and global issues.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes ☐A few such criteria ☐Most criteria ☐All such criteria	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing graduate faculty performance reviews	
	☐ Graduate faculty performance review templates	
	☐ Current year records of research outputs, published papers and presentations, citations, funding awarded, successful research supervision	
	☐ Examples of graduate faculty performance reviews	
	☐ Archive of past graduate faculty performance reviews	
	☐ Description of process for evaluating graduate faculty	
	☐ Other: *Please list and specify*	
END OF STANDARD 2		

STANDARD 3 — INSTRUCTIONAL DESIGN, DELIVERY, AND ASSESSMENT

The institution demonstrates a clear process for designing, delivering, and assessing instructional effectiveness premised upon achieving quality student learning and developmental outcomes. The institution demonstrates a commitment to improving curricular design, review, and relevance; to enhancing pedagogical practice; to providing faculty with training in high-impact and applied learning instructional practice; and to improving information literacy and the use of learning technologies.

The institution demonstrates its commitment to continuous improvement by validating student learning and developmental outcomes, programmatic outcomes, and student achievement using both direct/indirect measures and internal/external assessment processes that are systematic, socially responsible, and pertinent to today's global challenges.

Institutional Response and Approach to Standard 3: *Comment here:*

Indicator			
3.1a	**Consistent with professional standards, the institution places faculty at the center of curricular design, development, review, and improvement.**		
	Rubric Scoring	☐ Initial processes ☐ Emerging ☐ Developed ☐ Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*		**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing curricular design, development, review, and improvement		
	☐ Agenda, attendance records, and minutes of meetings focused on reviewing current curriculum and/or approving new curriculum		
	☐ Records showing the faculty role in curricular design, development, review, and improvement		
	☐ Description of faculty role in curricular design, development, review, and improvement		
	☐ Other: *Please list and specify*		
3.1b	**Formal policies and procedures, based on recognized good practice in international higher education, direct the process of curricular development, course design, and high-impact and applied learning pedagogical delivery.**		
	Rubric Scoring	☐ Initial policies ☐ Emerging ☐ Developed ☐ Extensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*		**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing curricular design, development, review, and improvement		
	☐ Specific policies, procedures, and guidelines that direct high-impact pedagogical delivery		
	☐ Examples showing how curricular areas are organized consistently and in line with recognized good practice in international higher education		
	☐ Other: *Please list and specify*		
3.2	**Each course has a well-developed syllabus that includes, but is not limited to: course title and identifier code, description, prerequisites, delivery methods, intended learning outcomes, readings and assignments, forms of assessment, code of conduct, instructions for communicating with the instructor, and week-to-week course content.**		
	Rubric Scoring	☐ Initial policies ☐ Emerging ☐ Developed ☐ Extensive policies ☐ A few such attributes ☐ Most attributes ☐ All such attributes	**Comments**: *Briefly explain this rating.*

	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the structure and content of courses syllabi including guidelines on the design and conduct of assessment exams and quizzes	
	☐ Syllabi for representative courses across all programs	
	☐ Records showing a commitment to teaching to, and assessing well-defined learning outcomes that our easily accessible and understood by students	
	☐ Other: *Please list and specify*	
3.3	**The institution has policies and procedures for performing annual reviews of curricular content for undergraduate and graduate courses and programs.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Extensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing annual reviews of curricular content for all undergraduate and graduate courses and programs	
	☐ Agenda, attendance, and minutes of meetings dedicated to reviewing the curriculum for undergraduate and graduate courses and programs	
	☐ Records of year-to-year schedules for reviewing the curriculum for undergraduate and graduate courses and programs	
	☐ Description of the cyclical process for reviewing the curriculum for undergraduate and graduate courses and programs	
	☐ Other: *Please list and specify*	
3.4a	**The curricular review process includes formal input from faculty, students and academic stakeholders, and ensures that educational courses and programs are rigorous, up-to-date, relevant to student needs, and responsive to global realities.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing annual reviews of curricular content with specific reference to the role of faculty, students, and academic stakeholders	
	☐ Agenda, attendance records, and minutes from meetings in which curriculum review includes input from faculty, students and academic stakeholders	
	☐ Description of the curriculum review process and participants involved	
	☐ Description of how the curriculum review process ensures that courses and programs are rigorous, up-to-date, relevant, and responsive to global realities	
	☐ Other: *Please list and specify*	
3.4b	**The review process identifies and documents formal actions taken to improve student learning and programmatic quality.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing annual reviews of curricular content with specific reference to improving student learning and programmatic quality	
	☐ Agenda, attendance, and minutes of curricular meetings mandating formal action to be taken to improve student learning and programmatic quality	

	☐ Description of process for ensuring curricular review results in documented formal actions to improve student learning and programmatic quality	
	☐ Other: *Please list and specify*	
3.5	**Consistent with its mission and programmatic goals, the institution employs instructors able to document their appropriate professional qualifications, disciplinary expertise, interdisciplinary awareness, pedagogical skill, information literacy, and local and global civic engagement.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the sourcing, hiring, and training of qualified instructional staff able to support academic programming	
	☐ List of the academic and instructional staff including their professional qualifications and responsibilities	
	☐ Curriculum vitae of academic and instructional staff—including up-to-date publications, conference papers, training, peer reviews/citations, etc.	
	☐ Personnel files for academic and instructional staff	
	☐ Other: *Please list and specify*	
3.6	**The institution employs and retains instructors sufficient in number to ensure organizational coherency over academic administration, curricular programming, and academic student support.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the calculation of staff hiring needs for academic programming, administration, and student support	
	☐ Academic organizational chart—including names of persons in each position	
	☐ Description of year-to-year faculty/student ratios	
	☐ Description of teaching loads, class enrollments, and non-teaching administrative responsibilities for all instructors	
	☐ Other: *Please list and specify*	
3.7	**The institution designates academic leadership appropriate for maintaining administrative oversight and accountability for academic programs and outcomes.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the roles, responsibilities, and accountabilities of academic leadership	
	☐ Curriculum vitae of chief academic officer	
	☐ Job description of chief academic officer	
	☐ Description of administrative support provided to the chief academic officer	
	☐ Other: *Please list and specify*	

3.8a	**Consistent with its mission and needs, the institution has a professional development plan and appropriate budget for faculty growth and development which includes training for improving instructional practice.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing faculty professional development	
	☐ Year-to year faculty development plans and corresponding budgets	
	☐ Current year agenda and attendance records for both internal and external instructional training	
	☐ List of faculty professional development activities	
	☐ Other: *Please list and specify*	
3.8b	**The institution encourages and supports the professional development of staff members in meaningful ways.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing staff professional development	
	☐ Agenda, attendance, and minutes of meetings announcing and promoting professional development opportunities	
	☐ Year-to year professional staff development plans and corresponding budgets	
	☐ Current year agenda and attendance records for both internal and external staff training	
	☐ List of staff professional development activities	
	☐ Other: *Please list and specify*	
3.9	**Consistent with its mission and in pursuit of maximum student learning and development, the institution promotes the use of high-impact and applied learning practices within its instructional corps. Such strategies should include, but not be limited to: experiential learning, undergraduate research, community-based learning, service learning, cooperative education, intercultural learning, project-based learning, field studies, and ecopedagogy.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes ☐A few such strategies listed ☐Most ☐All such strategies listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the promotion and use of high-impact and applied learning practice within the instructional corps	
	☐ Agenda, attendance records, and supporting documentation of faculty training sessions on high-impact and applied learning instructional practice	
	☐ Agenda, attendance, and minutes of faculty meetings addressing the challenge of improving instructional practice	
	☐ Examples of how individual instructors embed high-impact teaching strategies into course assignments and in-class activities	
	☐ Other: *Please list and specify*	

3.10	**Consistent with its mission and program goals, the institution provides its faculty and students with a variety of appropriate instructional facilities and support materials required for effective teaching and learning strategies. These should include, but not be limited to: well-equipped classrooms and faculty office space with effective internet and Wi-Fi access, institutional subscriptions to online libraries or data banks, and access to traditional libraries and learning resources where available.**	
	Rubric Scoring ☐ Initial processes ☐ Emerging ☐ Developed ☐ Extensive processes ☐ A few such examples listed ☐ Most ☐ All such examples listed	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the design and supply of instructional facilities and support materials	
	☐ Current course and room timetables with respective student enrollments	
	☐ Description of instructional facilities available to faculty and students	
	☐ Description of academic support materials available to faculty and students	
	☐ Description of internet access across institutional grounds and facilities	
	☐ Other: *Please list and specify*	
3.11	**Consistent with its mission, the institution ensures that information and library support resources have sufficient depth, breadth, and currency to support the learning objectives of its courses and programs.**	
	Rubric Scoring ☐ Initial processes ☐ Emerging ☐ Developed ☐ Extensive processes	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the acquisition, assessment, and improvement of both print and e-copy library resources	
	☐ Reports or data showing that information resources align with the learning objectives of courses and programs	
	☐ Records of library staff qualification, hours of service, budgets, facility improvement plans, collection development, and external library access	
	☐ Description of the depth, breadth, and currency of information and library support resources available to faculty and students	
	☐ Other: *Please list and specify*	
3.12	**To increase student learning, development, engagement, and achievement in both curricular and co-curricular programming, the institution provides faculty and students with up-to-date technology, effective internet access, and a learning management system (LMS) that includes course content management software (CMS) appropriate to student learning and programmatic goals.**	
	Rubric Scoring ☐ Initial processes ☐ Emerging ☐ Developed ☐ Extensive processes	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Technology plan with description of planning processes	
	☐ Agenda and attendance records of faculty training sessions on technology	
	☐ Examples of how technology is used to increase student learning, development, engagement, and achievement both in and out of the classroom	
	☐ Description of how technology aligns to learning and programmatic goals	
	☐ Other: *Please list and specify*	

3.13	**Instructional improvement is achieved through a formal and documented process of annual performance reviews for all teaching staff. The collaborative process should include, but not be limited to: review of student course feedback, peer-based in-class observations, professional pedagogical coaching, faculty self-assessments, agreed-upon and action-based targets for improving instructional performance, and evidence demonstrating the effectiveness of these procedures.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes ☐A few such examples listed ☐Most ☐All such examples listed	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing faculty performance reviews	
	☐ Schedule of faculty performance reviews	
	☐ Faculty performance review templates	
	☐ Archive of past faculty performance reviews	
	☐ Description of faculty performance review process	
	☐ Description of the effectiveness of the faculty performance review process	
	☐ Representative sampling of course lesson plans highlighting course objectives and expected learning outcomes	
	☐ Other: *Please list and specify*	
3.14a	**The institution has formal and transparent mechanisms for collecting student feedback on the quality of the academic content and delivery at both undergraduate and graduate levels. Such feedback should include, but not be limited to: course content and delivery, faculty engagement, learning resources, research supervision, and support services.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes ☐A few such examples listed ☐Most ☐All such examples listed	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the course and faculty evaluation process	
	☐ Student course and faculty evaluation templates	
	☐ Examples of completed student faculty evaluation forms	
	☐ Agenda, attendance, and minutes of meetings in which students provide feedback on program quality	
	☐ Description of alternative means of collecting student feedback on course content and faculty performance	
	☐ Other: *Please list and specify*	
3.14b	**The institution provides evidence that it acts upon student feedback.**	
	Rubric Scoring ☐No evidence ☐Some ☐Significant ☐Extensive evidence	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the collection and use of student feedback	
	☐ Records demonstrating effective action taken in response to student feedback	

	☐ Examples of use of student feedback	
	☐ Other: *Please list and specify*	
3.15a	**The institution follows recognized good practice in the design, delivery, technical support, and assessment of its distance education courses and programs.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the design, delivery, technical support, and assessment protocols for distance education courses and programs	
	☐ Examples of good practice in the design, delivery, technical support, and assessment protocols for distance education courses and programs	
	☐ Other: *Please list and specify*	
3.15b	**The academic rigor and learning outcomes of distance learning are equivalent to traditional in-class instruction.**	
	Rubric Scoring ☐Some equivalence ☐Mostly equivalent ☐Fully and consistently equivalent	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the design, delivery, technical support, and assessment protocols for distance education courses and programs	
	☐ Assessment reports and data comparing learning outcomes in distance learning to those achieved in traditional in-class instruction	
	☐ Description of equivalence in the rigor and outcomes of distance learning and traditional programs	
	☐ Other: *Please list and specify*	
3.16a	**Following recognized good practice in assessing English language proficiency, the institution provides evidence that students completing undergraduate and graduate degree programs demonstrate collegiate-level English language skills.**	
	Rubric Scoring ☐No evidence ☐Some ☐Significant ☐Extensive evidence	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the assessment of English language proficiency skills of both enrolled and graduating students	
	☐ Records of English language proficiency tests for both enrolled and graduating students	
	☐ Description of assessment processes in English language proficiency	
	☐ Other: *Please list and specify*	
3.16b	**The institution provides language support or tutoring as needed.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the provision of language support or tutoring	

	☐ Year-to-year schedule of tutoring provided	
	☐ Description of language support and tutoring provided including the qualifications of tutors	
	☐ Other: *Please list and specify*	
END OF STANDARD 3		

STANDARD 4 — STUDENT SUPPORT SERVICES

External to the classroom, a multitude of services and resources are provided to support student learning, development, achievement, and well-being. These services include, but are not limited to: access to up-to-date media and technology resources; co-curricular programs and activities; and structured opportunities for community service and civic engagement. In support of student physical and mental health, the institution provides for student counseling services or referral information, as well as designated safe-spaces for students encountering any form of harassment or discrimination. The institution provides access to health facilities, staffed by qualified medical personnel, for students who become ill or are in need of medical attention.

Institutional Response and Approach to Standard 4: *Comment here:*

Indicator			
4.1	**Consistent with its mission, the institution provides adequate financial resources and program coordination for appropriate student support services.**		
	Rubric Scoring	☐ Inadequate ☐ Mostly adequate ☐ Adequate ☐ More than adequate	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*		**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the financial resources, administration, and coordination of student support services		
	☐ Organizational chart for student support services		
	☐ List with descriptions of the student support services		
	☐ Student support services budget		
	☐ Description of how the various student support services support the mission		
	☐ Other: *Please list and specify*		
4.2	**In line with the goals of student services intentionally designed to support student learning, development, and achievement, the institution provides staff members that are qualified, accountable within their functional area, and sufficient in number to administer student support service effectively.**		
	Rubric Scoring	☐ Initial processes ☐ Emerging ☐ Developed ☐ Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*		**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the staffing of student support services		
	☐ List of student support staff and their professional qualifications		
	☐ Personnel records of student support staff		
	☐ Other: *Please list and specify*		
4.3	**The institution ensures that designated staff have the requisite knowledge, skills, and attitudes for advising students on curricular, programmatic, and institutional graduation requirements at both undergraduate and graduate levels.**		
	Rubric Scoring	☐ Initial processes ☐ Emerging ☐ Developed ☐ Extensive processes	**Comments**: *Briefly explain this rating.*

	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the selection of staff assigned to student advising on curricular, programmatic, and institutional graduation requirements	
	☐ List of advising staff and their professional qualifications	
	☐ Policies and procedures governing advisor performance reviews—including schedules, templates, and archive of past reviews	
	☐ Other: *Please list and specify*	
4.4	**The institution provides evidence that student service resources, while external to the academic program, contribute to more effective learning environments and greater student engagement, achievement, and success.**	
	Rubric Scoring ☐No evidence ☐Some ☐Significant ☐Extensive evidence	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Mission statements of respective student support offices or services	
	☐ Assessment reports and data on the impact student services have on student learning, engagement, achievement, and success	
	☐ Student survey data on the impact of student support services	
	☐ Other: *Please list and specify*	
4.5	**The institution administers an effective program of student academic advising premised on advancing student learning, development, achievement, and success both during and after the chosen program of study.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing academic advising	
	☐ Description of content of programs, staff support, web-based information, and publications dedicated to student academic advising	
	☐ Samples of schedules of representative academic advisors	
	☐ Assessment reports and data on the impact academic advising has on student learning, engagement, achievement, and success	
	☐ Student survey data on the impact of academic advising	
	☐ Other: *Please list and specify*	
4.6	**Career guidance and advising services are provided to assist students in planning a specific degree-, certificate-, or credential-based program of study that will prepare them to achieve their professional career goals.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies, procedures, and resources governing the administration of career guidance and advising services	
	☐ Records and staff schedules related to career advising services	

	☐ Assessment reports on the effectiveness of career advising services	
	☐ List of institutional and external community resources related to post-graduate study and career planning	
	☐ Student surveys or questionnaire responses related to the perceived effectiveness of career advising services	
	☐ Other: *Please list and specify*	
4.7	**The institution organizes a formal orientation program for new students that ensures they understand academic program, transfer, and graduation requirements, along with the academic and student support services available to them.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies, procedures, and resources governing the design, delivery, and assessment of new student orientation	
	☐ Pre-arrival information provided to students—domestic and international	
	☐ Detailed list of activities and topics addressed during new student orientation	
	☐ Records showing that students acknowledge having received the "Student Handbook" of policies and procedures at orientation to which they are subject	
	☐ Samples of past orientation programs	
	☐ PowerPoint slides and handouts used during new student orientation	
	☐ Other: *Please list and specify*	
4.8	**Consistent with its mission and in collaboration with local community leaders, the institution maintains a list of community resources for students who need further services beyond what the institution provides.**	
	Rubric Scoring ☐No list ☐Short list ☐Substantial list ☐Comprehensive list	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how the institution connects students to local community resources	
	☐ List of community resources provided to students	
	☐ Assessment reports and data on the impact local community resources have on student learning, engagement, achievement, and success	
	☐ Description of how students learn about and access information about community resources	
	☐ Other: *Please list and specify*	
4.9	**Consistent with its mission, the institution provides the quality and quantity of support appropriate for the achievement and success of students with medical, physical or learning disabilities.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing support provided to students with medical, physical, or learning disabilities	

	☐ Specific policies and procedures for students with medical, physical, or learning disabilities extending beyond what the institution can support internally	
	☐ Application form used by students to declare medical, physical, or learning disabilities	
	☐ Budget for support services related to students with medical, physical, or learning disabilities	
	☐ Assessment data on the impact support for students with medical, physical, or learning disabilities has on learning, engagement, achievement, and success	
	☐ Other: *Please list and specify*	
4.10	**The institution provides access to health facilities, staffed by qualified medical personnel, for students who become ill or are in need of medical attention.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing student health and medical emergencies	
	☐ Student health and medical emergency plan	
	☐ Description of first aid supplies and onsite first-responder capabilities	
	☐ Contracts of health and medical services signed with external providers	
	☐ Description of qualifications of health and medical emergency staff	
	☐ Records of incident reports for student health and medical emergency	
	☐ Other: *Please list and specify*	
4.11	**In support of student achievement and consistent with its mission and resources, the institution provides student financial aid or work-study based upon policies that are fair, effective, and transparent.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the attribution, disbursement, and monitoring of student financial aid and/or work-study programs	
	☐ Records of student financial aid and/or work-study programs	
	☐ Description of how student access information about student aid and application processes	
	☐ Description of information provided to students about repayment obligations	
	☐ Description of information provided to students about access to financial aid external to the institution	
	☐ Other: *Please list and specify*	
4.12a	**Where students are housed with external homestay providers, the institution ensures that lodgings are in compliance with applicable health and safety regulations and that host families are properly vetted, monitored, and regularly evaluated.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments:** *Briefly explain this rating.*

	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the sourcing, vetting, and monitoring of external homestays and homestay housing providers	
	☐ Records of homestay inspections demonstrating compliance with institutional policies and applicable local health and safety regulations	
	☐ Records of homestay evaluation visits and findings	
	☐ Student survey data or questionnaire feedback related to homestay conditions and experiences	
	☐ Other: *Please list and specify*	
4.12b	**The institution provides students, host families, and homestay agents with formal policy guidelines on the reciprocal rights and responsibilities of each party.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Extensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing contractual relations with external homestay housing providers	
	☐ Charter of rights and responsibilities to which students and host families are subject	
	☐ Copies of regulations and contracts provided to students, host families, and homestay agents	
	☐ Incident reports related to student issues in homestay providers	
	☐ Other: *Please list and specify*	
4.13	**Consistent with its mission and in support of student learning, development, and achievement, the institution's technology resources are appropriate in quality and quantity for meeting the educational objectives of its programs, staff administrative functions, student support services, and physical plant operations.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing technology resources, maintenance, and replacement	
	☐ Technology plan with description of equipment updates and replacement plans and schedules	
	☐ Description of how technology resources align with the education objectives of programs, administrative functions, support services needs, and plant operations	
	☐ Other: *Please list and specify*	
4.14	**The institution maintains student access to information by providing IT infrastructure that includes, but is not limited to: Wi-Fi and internet-connected classrooms and laboratory facilities with projection facilities; appropriate computer labs and, where required, language labs; free access to Wi-Fi; and designated informal study areas connected to Wi-Fi.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes ☐A few such examples listed ☐Most ☐All such examples listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing computer and Wi-Fi access	
	☐ Detailed institutional map of Wi-Fi access and corresponding speeds	

	☐ Technology plan describing problems and proposed solutions to sub-optimal Wi-Fi access and speeds	
	☐ Other: *Please list and specify*	
4.15	**The institution has a well-developed and comprehensive technology plan which includes, but is not limited to: a purchasing timeline for equipment; procedures for assuring that a variety of up-to-date and reliable technology resources are available to faculty, staff and students; processes to ensure technology is functioning properly; policies that ensure equipment and internet are readily accessible to staff and students; policies for monitoring and countering illegal or inappropriate uses of IT resources; specialized policies adapted to the particular requirements of distance learning; and policies for reducing the aggregate institutional IT environmental impact.**	
	Rubric Scoring ☐Initial plan ☐Emerging ☐Developed ☐Comprehensive plan ☐A few such examples listed ☐Most ☐All such examples listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing IT infrastructural design, implementation, monitoring, maintenance, environmental impact, and assessment	
	☐ Technology plan	
	☐ Agenda, attendance, and minutes of meeting addressing the technology plan	
	☐ Records and schedules of IT purchases and maintenance	
	☐ Assessment records related to IT performance and stakeholder satisfaction	
	☐ Other: *Please list and specify*	
4.16a	**The institution has clear policies and procedures for creating, storing, protecting, and retrieving student data records.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Extensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the creation, storing, protecting, and retrieving of student data records	
	☐ Access to representative sampling of student data files	
	☐ Incident reports related to data issues such as breaches, loss, corruption, etc.	
	☐ Other: *Please list and specify*	
4.16b	**Its policies ensure that student data records are accurate, permanent, and uphold confidentiality.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Extensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the creation, storing, protecting, and retrieving of student data records	
	☐ Incident reports related to data issues such as breaches, loss, corruption, etc.	
	☐ Description of process by which students may update their personal files	

	☐ Description of process by which designated staff may access student files	
	☐ Other: *Please list and specify*	
4.16c	**The policies inform stakeholders of the conditions under which student records may be accessed and released.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Extensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the creation, storing, protecting, and retrieving of student data records	
	☐ Forms or templates used by students to access, update, or release records	
	☐ Description of how the institution informs stakeholders of the conditions under which student records may be accessed and released	
	☐ Other: *Please list and specify*	
4.17	**Consistent with its mission and values, and in support of equitable and reciprocal interaction with the local community, the institution engages students, staff, and local community leaders and residents in service projects and initiatives designed or selected for their potential to help students understand and address current local and global issues such as social justice, human rights, and environmental protection.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how the institution engages students in community service projects	
	☐ List of curricular and co-curricular community service projects	
	☐ Assessment reports, data, surveys, or student questionnaire feedback on the impact of community service projects	
	☐ Description and pictures of past community service projects	
	☐ Other: *Please list and specify*	
4.18	**When administering its entire range of support services premised upon benefiting students and extended stakeholders, the institution demonstrates that it upholds the principles of equity, inclusion, respect, and transparency.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Code of ethics	
	☐ Values statement	
	☐ Examples of principled administration of student support services in line with equity, inclusion, respect, and transparency	
	☐ Other: *Please list and specify*	
END OF STANDARD 4		

STANDARD 5 — LEADERSHIP, GOVERNANCE, AND ADMINISTRATION

Institutional leadership demonstrates a clear capacity for analyzing, apprehending, and adapting to the changing landscape of international higher education. Attentive to internal and external opportunities and risks, leadership engages in strategic thinking, future-oriented planning, and innovation to achieve continuous improvement in student learning, development, achievement, and success. Strategic decision-making and resource allocation by leadership are grounded in the feed-back loops of internal quality assurance and institutional research, informed by input provided by core stakeholders both inside and outside the institution, and assessed against key performance indicators identified in the institutional effectiveness and improvement plan, each consistent with the mission.

The institution demonstrates its commitment to effective governance through the principles of coherency, transparency, and accountability. The institution articulates formal policies and procedures that provide guidance, direction, and accountability to executive, administrative, and instructional staffs. Decision-making processes are clear and reflect functional lines of authority and leadership. Student learning, development, and achievement are enhanced by well-defined, appropriately staffed, and coherently organized administrative support structures. Administrative functions and responsibilities are communicated clearly to all stakeholders.

Institutional Response and Approach to Standard 5: *Comment here:*

Indicator		
5.1a	**The institution establishes and publishes governance structures, administrative hierarchies, organizational charts, and staffing support that are effective and appropriate for the scale and complexity of institutional operations.**	
	Rubric Scoring ☐ Initial processes ☐ Emerging ☐ Developed ☐ Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Institutional governance policies and procedures	
	☐ By-laws, founding charter, or articles of incorporation referencing governance structures and processes	
	☐ Organizational chart outlining governance structures, administrative hierarchies, and staffing support—including names of persons in each position	
	☐ Agenda, attendance, and minutes of meetings related to periodic review of governance policies and procedures	
	☐ Records showing that governance and staffing structures are effective and appropriate for the scale and complexity of institutional operations	
	☐ Description of locations of published access to governance structures, administrative hierarchies, organizational charts, and staffing support	
	☐ Other: *Please list and specify*	
5.1b	**Governance structures and processes are known to institutional stakeholders.**	
	Rubric Scoring ☐ Initial processes ☐ Emerging ☐ Developed ☐ Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Agenda, attendance, and minutes of meetings in which governance structures and processes are explained and discussed	

	☐ Description of locations of governance structures, administrative hierarchies, organizational charts, and staffing support accessible to institutional stakeholders	
	☐ Other: *Please list and specify*	
5.2a	**A clearly designated, qualified, and autonomous chief executive officer provides effective oversight over governance and administrative operations.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Organizational chart that situates executive leadership within institutional governance structures—including name of chief executive officer	
	☐ Job description of chief executive officer/President	
	☐ Curriculum vitae of chief executive officer/President	
	☐ Other: *Please list and specify*	
5.2b	**Effective communication is maintained between leadership and institutional staff members.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Minutes of staff meetings which record actions to take, designated staff responsible for actions, and evidence that such actions were completed	
	☐ Records or log of formal communications between leadership and staff (e.g., internal memos, newsletters, speeches, announcements, meetings, etc.)	
	☐ Examples of communications between leadership and staff	
	☐ Description of methods of communication between leadership and staff	
	☐ Other: *Please list and specify*	
5.3a	**The institution has formal, regular, and transparent policies and procedures for receiving stakeholder input into institutional decision-making processes.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Extensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the inclusion of stakeholder input into institutional decision-making processes	
	☐ Agenda, attendance, and minutes of meetings in which stakeholders provided input into decision-making processes	
	☐ Stakeholder survey information related to collaborative decision-making	
	☐ Incident reports of formal grievances related to decision-making processes	
	☐ Other: *Please list and specify*	
5.3b	**The views of faculty, staff, and students are routinely taken into account on institutional policies and operations that concern them.**	

	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the inclusion of faculty, staff, and student input into policies and operations that concern them	
	☐ Agenda, attendance, minutes of meetings in which faculty, staff, and students provided input into policies and operations that concern them	
	☐ Examples of how the institution includes faculty, staff, and student input into policies and operations that concern them	
	☐ Incident reports of formal grievances by faculty, staff, or students related to decision-making processes about policies and operations that concern them	
	☐ Other: *Please list and specify*	
5.4a	**To ensure efficient planning, resource allocation, internal communication, and overall operational management, institutional and departmental leaders hold regular staff meetings to discuss policies and procedures and to assess institutional achievements and effectiveness.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing institutional and departmental staff meetings	
	☐ Meeting agenda and minutes which record actions to take, designated staff responsible for actions, and evidence that such actions were completed	
	☐ Agenda, attendance, and minutes from a sampling of staff meetings	
	☐ Representative sampling of staff meeting schedules	
	☐ Other: *Please list and specify*	
5.4b	**Meeting discussions, decisions, and follow-up accountabilities are recorded and archived.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Agenda, attendance, and minutes from a representative sampling of staff meetings in which follow-up accountabilities are recorded	
	☐ Archived minutes from a representative sampling of staff meetings in which follow-up accountabilities are recorded	
	☐ Other: *Please list and specify*	
5.5	**Well-developed job descriptions provide meaningful guidance for institutional employees.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Job descriptions for all positions	
	☐ Examples of how the institution ensures that employees know, have access to, use, and follow their respective job descriptions	

	☐ Sample job advertisements	
	☐ Other: *Please list and specify*	
5.6a	**Institutional proprietors and/or leadership provide a budget commensurate to its mission and the requirements of high quality educational programs, including compensation sufficient for attracting and retaining qualified academic and administrative staff.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the oversight and management of the institution's financial resources	
	☐ Institutional budget	
	☐ Description of the budget development process assuring the maintenance of high quality educational programs	
	☐ Salary scale information for academic and administrative staff	
	☐ Other: *Please list and specify*	
5.6b	**The institution demonstrates adequate resources for assuring short-term operational health, long-term financial stability, sustained growth, and environmental responsibility.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the institutional oversight and management of financial resources and reserves	
	☐ Financial balance sheets showing cash flow revenues and expenses	
	☐ Audited financial statements	
	☐ Evidence of financial investments, reserves, grants, endowments, and gifts	
	☐ Other: *Please list and specify*	
5.7	**Financial leadership engages institutional stakeholders in planning for both financial resource development and institutional risk management which should include, but not be limited to: civil/political unrest; regional or global pandemic; and local/global environmental disaster.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the planning and monitoring of operating and capital budgets, resource development, debt, and risk management	
	☐ Year-to-year fundraising reports	
	☐ Emergency Response Plan	
	☐ Year-to-year risk management reports	
	☐ Other: *Please list and specify*	

5.8	**The institution has well-developed and transparent policies and procedures for monitoring, managing, reporting, and auditing its financial resources on an annual basis.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Extensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Description of internal budgetary and financial controls	
	☐ Audit or other financial evaluation reports	
	☐ Evidence of formal process for approving financial policies	
	☐ Description of qualifications of institutional accountants	
	☐ Other: *Please list and specify*	
5.9a	**The institution has a comprehensive set of written policies and procedures for all operations.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Comprehensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures master "handbook"	
	☐ List of policies and procedures governing subordinate departmental operations	
	☐ Description of policy-making processes	
	☐ Other: *Please list and specify*	
5.9b	[Policies and procedures] **are clear, collaboratively developed, widely available, known to stakeholders, periodically reviewed and revised, and administered in a fair, transparent, and timely manner.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ "Policies and procedures" for developing institutional policies and procedures	
	☐ Description of how policies and procedures are collaboratively developed and made available and known to stakeholders	
	☐ Description of how policies and procedures are reviewed and revised	
	☐ Description of how policies and procedures are administered in a fair, transparent, and timely manner	
	☐ Other: *Please list and specify*	
5.10a	**The institution informs all employees of the policies and procedures they are subject to as well as the benefits and opportunities the institution provides.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*

	☐ Policies and procedures governing the sourcing, hiring, and orienting of new employees	
	☐ Employee "handbook" of policies, procedure, benefits, and opportunities	
	☐ Sample contracts for management, academic, and administrative staff	
	☐ Template and records of statement acknowledging that employees have received, understood, and will abide by institutional policies and procedures	
	☐ Other: *Please list and specify*	
5.10b	**Such information is made available as a physical handbook or on easily accessible platforms.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Print copy or e-copy of employee "handbook"	
	☐ Description of location of, and access to, the employee "handbook"	
	☐ Other: *Please list and specify*	
5.11	**Information provided to employees should include, but not be limited to, provisions regarding: applicable labors codes and standards; insurance provisions and coverage; terms and conditions of employment; employee rights and responsibilities; procedures for assessing employee effectiveness; criteria for employee retention, promotion, and termination; grievance, appeal, and disciplinary policies and procedures; employee benefits and professional development opportunities; integrity in employment practices such as equal opportunity, diversity, and inclusiveness; the institutional code of conduct; and a formal acknowledgement that the employee knows and will abide by the code of conduct and all other institutional policies and procedures.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes ☐A few such provisions listed ☐Most ☐All such provisions listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ E-copy or hard-copy of employee "handbook"	
	☐ List of specific policies included in employee "handbook" or corresponding "table of contents" of the "handbook"	
	☐ Description of planned upgrades and revisions to the employee "handbook"	
	☐ Other: *Please list and specify*	
5.12	**Staff members formally acknowledge that they know and will abide by institutional policies and procedures.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how the institution informs staff that they are required to abide by institutional policies and procedures	
	☐ Sampling of statements, signed by staff members, acknowledging they have read and understood the handbook and will abide by its policies and procedures	
	☐ Description of process by which employees acknowledge that they know and will abide by institutional policies and procedures	

	☐ Other: *Please list and specify*	
5.13	**The institution maintains accurate, up-to-date, and secure files for all governance and staff employees that should include, but not be limited to: proof of employee credentials and qualifications, residency status, right to work, and relevant criminal record data.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the creation, maintenance, and security of staff personnel files	
	☐ Representative staff personnel files	
	☐ Records showing that staff qualifications and right to work have been verified	
	☐ List recording staff criminal record history with particular attention to staff tutors or monitors working with students under the age of majority	
	☐ Description of process by which staff may update their personal files	
	☐ Description of provisions for ensuring secure staff personnel files	
	☐ Other: *Please list and specify*	
5.14	**The institution provides appropriate orientation programming for new staff members.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the design and delivery of orientation for new staff members	
	☐ Description of content of new staff member orientation	
	☐ Year-to-year schedules of new staff member orientation	
	☐ Other: *Please list and specify*	
5.15	**Consistent with its mission and in support of student achievement, the institution recruits and admits students based upon their demonstrated potential to succeed in and complete their chosen educational program.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing student recruitment, application, selection, admission, placement, retention, termination, and readmission	
	☐ Student admission forms (e.g., application, acceptance letter, visas, enrollment form, financial status, fee payments, refunds, withdrawal, leave of absence, etc.)	
	☐ Current list of student admissions, enrollments, and data files	
	☐ Other: *Please list and specify*	
5.16	**To ensure that student learning, development, and achievement attain a level consistent with international higher educational standards, the institution's admission and placement policies include assessments of the prerequisite knowledge, skills, and**	

	appropriate language abilities required for student learning at a level commensurate with course, program, degree, certificate, or credential expectations.	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing student recruitment, application, selection, admission, placement, retention, termination, and readmission	
	☐ Records showing the results of assessment of student knowledge, skill, and language ability as part of the process of admitting and placing students	
	☐ Description of how the institution assesses student knowledge, skill, and language ability as part of the process of admitting and placing students	
	☐ Other: *Please list and specify*	
5.17	**The institution publishes easily accessible academic information on admission, transfer, and graduation requirements for all programs and ensures that students are informed and properly oriented for completing such requirements.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing admissions, transfer, and graduation requirements for all programs	
	☐ Advising records showing that students are regularly informed of their progress towards completing graduation requirements	
	☐ Advising records showing that students are properly oriented and supported towards completing graduation requirements	
	☐ Description of location and ease of student access to tracking their progress towards completing graduation requirements	
	☐ Other: *Please list and specify*	
5.18	**In support of student learning, development, and achievement, the institution demonstrates its commitment to domestic and international student mobility through efficient inbound and outbound transfer-of-credit policies that are comprehensive, fair, transparent, preserve the integrity of its programs, and that are consistent with recognized good practice in international higher education and/or education abroad.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Extensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the validation of inbound and outbound transfer-of-credit	
	☐ Policies and procedures governing partnerships with external academic institutions having provided instruction and transfer credit to inbound students	
	☐ Records showing inbound transfer credit is genuine, originates from accredited institutions, and corresponds to rigorous academic work and achievement	
	☐ Other: *Please list and specify*	
5.19	**The institution has effective and transparent policies in place for administering, maintaining the academic integrity, and the credentialing of distance education courses and programs as offered.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Extensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the academic integrity and credentialing of distance education courses and programs	

	☐ Policies and procedures governing the verification of the identity of students enrolled in distance education courses	
	☐ Other: *Please list and specify*	
5.20a	**The institution has policies in place to ensure that accepted and/or enrolled students who are not citizens of the host country are informed of their obligation to comply with applicable immigration and visa regulations.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Extensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how the institution informs students of the applicable immigration and visa regulations to which they are subject	
	☐ Sample forms and letters for processing immigration and visa regulations	
	☐ Incident reports related to student immigration and visa regulations	
	☐ Other: *Please list and specify*	
5.20b	**To help such students maintain compliance, the institution monitors expected enrollment, minimal credit loads, attendance, time-to-graduation—as well as unexpected withdrawals and deferrals—that might impact a student's visa compliance and immigration status.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how the institution informs students of the applicable immigration and visa regulations to which they are subject	
	☐ Attendance policy (including the sanctions imposed and corresponding forms and warning letters used for policy violations)	
	☐ Description of how the institution monitors and ensures student compliance with immigration and/or visa regulations	
	☐ Aggregate student attendance records	
	☐ Other: *Please list and specify*	
5.20c	**When policy violations take place which constitute a breach of visa regulation, the institution notifies the student and, if appropriate, informs immigration authorities as required.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing how the institution informs students of the applicable immigration and visa regulations to which they are subject	
	☐ Sample forms and letters informing students and/or immigration authorities of immigration and/or visa irregularities or violations	
	☐ Description of process of informing students and/or immigration authorities of immigration and/or visa irregularities or violations	
	☐ Other: *Please list and specify*	
5.21	**The institution meets applicable legal requirements related to equal opportunity and non-discriminations in the recruitment, admission, and enrollment of students.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*

	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing student recruitment, applications and admissions	
	☐ Code of ethics	
	☐ Locally applicable laws related to equal opportunity and non-discrimination	
	☐ Other: *Please list and specify*	
5.22	**The institution has clearly articulated and comprehensive policies and procedures related to student rights and responsibilities. These should include, but not be limited to: a code of academic conduct, formal and informal mechanisms for processing grievances and appeals, disciplinary actions and recourse, and accommodations for students with disabilities.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Extensive policies ☐A few such examples listed ☐Most ☐All such examples listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing student rights and responsibilities	
	☐ List of student rights and responsibilities included in the policy document	
	☐ Description of how student rights and responsibilities are made known to students and stakeholders	
	☐ Incident reports on issues related to student rights and responsibilities	
	☐ Other: *Please list and specify*	
5.23	**The institution publishes in a format readily accessible to stakeholders a formal "Student Handbook" that is updated annually and which includes accurate information about, but not limited to, the following topics: vision, mission, and values statements; admission requirements; academic programs and corresponding requirements, course sequencing, standard timelines to completion, and expected learning outcomes; grading and attendance policies; credentials of administrative and instructional staff; academic calendar; enrollment and payment procedures; tuition costs and all additional fees and charges; access to financial aid; withdrawal procedures; refund policies; code of conduct; student rights and responsibilities; onsite recycling, zero-waste, and low-carbon energy policies; local banking operations; required personal information; local living costs; student housing assistance; expected housing costs; homestay options and costs; and required registration with local authorities.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes ☐A few such topics listed ☐Most ☐All such topics listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the creation, review, updating, and distribution of a "Student Handbook"	
	☐ E-copy or hard-copy of "Student Handbook"	
	☐ Records showing that students acknowledge having received the "Student Handbook" of policies and procedures to which they are subject	
	☐ List of topics included in the "Student Handbook" or table of contents	
	☐ Description of how and when the "Student Handbook" is made readily accessible to students, domestic and international	
	☐ Description of the process of regular updating of the "Student Handbook"	
	☐ Other: *Please list and specify*	

5.24	**The institution publishes a formal student code of academic conduct which includes, but is not limited to, the following topics: the elements of academic integrity; the nature of plagiarism and how to avoid it; the requirements of academic assiduity, progress, and achievement; the procedures for lodging grievances and appeals; the accommodations for special needs; the responsibility to minimize one's carbon footprint and environmental impact; and a formal acknowledgement that the student knows and will abide by the code of academic conduct and all other institutional policies and procedures.**	
	Rubric Scoring ☐ Initial processes ☐ Emerging ☐ Developed ☐ Extensive processes ☐ A few such topics listed ☐ Most ☐ All such topics listed	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ E-copy or hard-copy of student academic "Code of Conduct"	
	☐ List of topics included in the academic "Code of Conduct"	
	☐ Policies and procedures governing the creation, review, revision, use, and circulation of the academic "Code of Conduct"	
	☐ Policies and procedures for informing students they are required to abide by the academic "Code of Conduct" and all other institutional policies and procedures	
	☐ Sampling of statements, signed by students, acknowledging they have read and understood the "Code of Conduct" and will abide by its provisions	
	☐ Other: *Please list and specify*	
5.25	**Where the institution admits students under the age of majority to any course or program, the institution has in place comprehensive and effective written policies for child protection and care in line with the principles and standards of *The International Taskforce on Child Protection* (ITFCP).**	
	Rubric Scoring ☐ Initial policies ☐ Emerging ☐ Developed ☐ Comprehensive policies	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the protection of students under the age of majority	
	☐ Incident reports involving students under the age of majority	
	☐ Description of how institutional policies align with the principles and standards of *The International Taskforce on Child Protection* (ITFCP).	
	☐ Other: *Please list and specify*	
5.26	**The institution makes its policies and procedures widely available to students and stakeholders.**	
	Rubric Scoring ☐ Initial processes ☐ Emerging ☐ Developed ☐ Extensive processes	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ "Policies and procedures" for the development, application, use, and distribution of institutional policies and procedures	
	☐ Description of how institutional policies and procedures are made readily available to students and stakeholders	
	☐ Description of location and access to institutional policies and procedures	
	☐ Other: *Please list and specify*	
END OF STANDARD 5		

STANDARD 6 — FACILITIES, SAFETY, AND MAINTENANCE

Consistent with its mission, the institution demonstrates that its classroom, specialized teaching areas, office, and support facilities are safe, secure, and fully adequate for ensuring academic quality and student achievement within its educational programs and student support services. Students, faculty, and staff have access to learning and working spaces appropriate to their respective needs and connected to information technology and Wi-Fi services, access to an appropriate sized commons room, closed-space independent group study areas, informal study areas, and access to recreational and refreshment areas. The cleanliness and maintenance of facilities and grounds provide evidence of stakeholder pride in the institution.

Institutional Response and Approach to Standard 6: *Comment here:*

Indicator		
6.1a	**Institutional facilities and grounds meet all building codes and standards.**	
	Rubric Scoring ☐A few facilities ☐Most ☐Nearly all ☐All facilities	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Building inspection reports confirming facilities are code compliant	
	☐ Policies and procedures governing building code regulations and compliance	
	☐ Official campus map	
	☐ Building floor plans with designated functional uses for all spaces	
	☐ Other: *Please list and specify*	
6.1b	**Particularly attention is paid to compliance with statutory requirements regarding fire, safety, emergency, and environmental regulations.**	
	Rubric Scoring ☐Non-compliant for some facilities ☐Compliant for all facilities	**Comments:** *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing statutory compliance with fire, safety, emergency, and environmental regulations	
	☐ Building inspection reports confirming facilities meet fire safety, emergency, and environmental regulations	
	☐ List of all non-compliant facilities with description of non-compliance issues and corresponding plans and schedule for remedy	
	☐ List of all instructional rooms indicating maximum capacities	
	☐ Policies and procedures for the purchase, storage, use, and disposal of hazardous materials	
	☐ Other: *Please list and specify*	
6.2a	**The Institution provides evidence of tenure on all existing premises and appropriate planning approval for new construction.**	

	Rubric Scoring ☐For no premises ☐For a few ☐For most ☐For all premises	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Lease agreement and/or title of ownership to existing facilities and grounds	
	☐ Zoning confirmation that premise is approved for educational purposes	
	☐ Planning approval and/or building permits for new construction	
	☐ Other: *Please list and specify*	
6.2b	**The institution informs relevant local authorities and the accrediting body of change of premises or substantive extension of existing premises.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing required local reporting of substantive changes in facility acquisition and/or renovation	
	☐ Current planning and/or building approval requests	
	☐ Schedule of substantive extension of existing premises	
	☐ Record of notification sent to accrediting body regarding change of premises or substantive extension of existing premises	
	☐ Other: *Please list and specify*	
6.3a	**The institution follows a regular plan and schedule of facility cleaning, maintenance, and improvement that results in a physical plant and learning environments that are clean, safe, accessible, comfortable, energy efficient, and environmentally friendly.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing facilities cleaning, maintenance, improvement, and energy efficiency	
	☐ Cleaning and maintenance schedules for buildings and equipment	
	☐ Description of how the administration monitors facility cleanliness and upkeep	
	☐ Description of policies and procedures for improving energy efficiency and making facilities and grounds more environmentally friendly	
	☐ Other: *Please list and specify*	
6.3b	**In compliance with local statutory requirements, such maintenance should include, but not be limited to: ventilation; heating and cooling; lighting; sanitation; and where applicable, food and drink facilities.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes ☐A few such topics listed ☐Most ☐All such topics listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing facilities and grounds maintenance	

	☐ Local regulation certificate showing compliance with health/sanitary regulations	
	☐ Satisfactory inspection reports by the local Environmental Health Department or equivalent, where required	
	☐ Year-to-year schedule of facilities and grounds maintenance	
	☐ List of local statutory maintenance requirements	
	☐ Certificate of compliance with hygiene regulations for food and drink services	
	☐ Other: *Please list and specify*	
6.4	**The institution has a well-developed and comprehensive facilities plan which includes, but is not be limited to: schedules for monitoring and evaluating the facilities, preventative maintenance, facility expansion and improvement, and facility compliance with evolving environmental regulation.**	
	Rubric Scoring ☐Initial plan ☐Emerging ☐Developed ☐Comprehensive plan ☐A few such topics listed ☐Most ☐All such topics listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Master facilities plan	
	☐ Policies and procedures governing the creation, implementation, and updating of the facilities plan	
	☐ Map of institutional facilities and grounds	
	☐ Procedures for assessing the adequacy of physical facilities and grounds	
	☐ Schedule of building maintenance, facility expansion, and facility improvements	
	☐ Year-to-year schedules and certificates of building inspections	
	☐ Environmental and energy assessments of facilities and grounds	
	☐ Other: *Please list and specify*	
6.5a	**The institution ensures that internal and external signage is clear, comprehensive, and accurate.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing internal and external signage	
	☐ Records of past signage improvements and schedule of planned improvements	
	☐ Description of signage within rooms, buildings, and across grounds	
	☐ Other: *Please list and specify*	
6.5b	**Particular attention is paid to signage related to fire, safety, and emergency protocols.**	

	Rubric Scoring ☐Non-compliant for some facilities ☐Compliant for all facilities	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures for fire, safety, and emergency signage	
	☐ List of all non-compliant facility signage with description of non-compliance issues and corresponding plans and schedule for remedy	
	☐ Description of fire, safety, and emergency signage within rooms, buildings, and across grounds	
	☐ Other: *Please list and specify*	
6.6	**To maintain safe and secure learning and working environments, and in conformity with recognized good practice and local statutory regulations, the institution has developed clear, comprehensive, written, and properly publicized, safety and emergency response plans. As defined: 1) *Safety Plan* – Ongoing policies and procedures that assure that all physical facilities and grounds are safe; 2) *Emergency Response Plan* – Procedures to follow in case of an emergency, including fire.**	
	Rubric Scoring ☐Initial ER plan ☐Emerging ☐Developed ☐Comprehensive ER plan	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing health, safety, security, fire, and emergency response plans	
	☐ Safety Plan — *Procedures ensuring safe facilities and grounds*	
	☐ Schedule and documentation of facilities and grounds safety inspections	
	☐ Emergency Response Plan — *Procedures to follow in emergencies and fires*	
	☐ Incident Report log	
	☐ Records of testing fire protection, detection, suppression, and emergency lighting equipment	
	☐ Map of escape routes for all buildings and grounds	
	☐ Documentation showing where maps of escape routes and emergency procedures are posted	
	☐ Other: *Please list and specify*	
6.7	**The institution ensures that relevant staffs receive appropriate training and practical drills for ensuring the effective implementation of all safety and emergency plans.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing staff training in health, safety, and emergency response plans	
	☐ Year-to-year schedule of staff training in health, safety, and emergency	
	☐ Schedule of emergency drills	
	☐ Year-to-year documentation of emergency drills that have been conducted	

	☐ List of staff certified in first-aid training	
	☐ Other: *Please list and specify*	
6.8	**The institution ensures that students and staff are informed of their respective roles and recommended responses under the safety and emergency plans.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures for ensuring students and staff are informed of their respective roles and responses under the safety and emergency plans	
	☐ Report of outcomes from emergency drills	
	☐ Records or log confirming that students and staff received information about their roles and responses under the safety and emergency plans	
	☐ Description of context in which students and staff receive information about their roles and responses under the safety and emergency plans	
	☐ Other: *Please list and specify*	
END OF STANDARD 6		

STANDARD 7 — QUALITY ASSURANCE AND INSTITUTIONAL EFFECTIVENESS

The institution has a clearly articulated internal system of quality management and is committed to conducting a comprehensive and continuous evaluation of its educational and administrative domains to identify areas of strength and sustainability, as well as areas of weakness and needed improvement. Consistent with its mission, the institution develops a comprehensive profile that indicates: the nature of the students served; the community, city and country in which the institution operates; and detailed performance indicators of student learning, development, achievement, and success.

In consideration of its profile and consistent with its mission, the institution creates and updates a comprehensive improvement plan with measurable goals centered on student learning, development, achievement, and success. The improvement plan engages stakeholders in an evidence-based, collaborative, and continuous process of institutional self-reflection and evaluation. Institutional improvement is focused upon improving student learning, development, achievement, and success, as well as supporting student services and programs.

Institutional Response and Approach to Standard 7: *Comment here:*

Indicator		
7.1	**Consistent with its mission and in an effort to align institutional improvement with student needs, the institution publishes an easily accessible public profile of key institutional facts and characteristics which should include, but not be limited to: origins and historical development; size and composition of student body; leadership and staff qualifications; physical attributes and location of campus within the local community; academic and co-curricular programs and support services; indicators of student performance, achievement, and career outcomes; and institutional commitment to environmental stewardship.**	
	Rubric Scoring ☐No profile ☐Limited ☐Basic ☐Developed ☐Comprehensive profile ☐A few such topics listed ☐Most ☐All such topics listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Institutional profile	
	☐ List of facts and characteristics included in the institutional profile	
	☐ Description of location and ease of access to the institutional profile	
	☐ Description of how the profile is used as a benchmark for planning for institutional improvement	
	☐ Other: *Please list and specify*	
7.2a	**The institution produces a formal, written, comprehensive, and reasoned improvement plan designed to enhance the quality of academic programs, student support services, and administrative operations.**	
	Rubric Scoring ☐Preliminary plan ☐Emerging plan ☐Developed plan ☐Comprehensive plan	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Institutional improvement plan	
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ Records showing systematic assessment of institutional effectiveness leading to improvement in systems, practice, and student learning outcomes	

	☐ Institutional records of completion rates, retention rates, pass/fail rates, and attendance rates	
	☐ Assessment reports showing that the improvement plan enhances the quality of academic programs, student services, and administrative operations	
	☐ Description of how the improvement plan enhances the quality of academic programs, student services, and administrative operations	
	☐ Other: *Please list and specify*	
7.2b	**The institution uses the plan to help inform decision-making, strategic planning, goal setting, and corresponding resource allocation.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ Examples of how the improvement plan helps inform decision-making, strategic planning, goal setting, and corresponding resource allocation	
	☐ Agenda and meeting meetings confirming that the improvement plan informs decision-making, strategic planning, goal setting, and resource allocation	
	☐ Other: *Please list and specify*	
7.2c	**The** [improvement] **plan is readily available to stakeholders.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ Description of location and ease of access to the improvement plan	
	☐ Examples of stakeholder access and use of improvement plan	
	☐ Other: *Please list and specify*	
7.3a	**The institution clearly demonstrates that the mission and institutional profile determine the content, scope, and implementation of the improvement plan.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ Meeting minutes showing how the mission statement and institutional profile determine the content, scope, and implementation of the improvement plan	
	☐ Description of how the mission statement and institutional profile determine the content, scope, and implementation of the improvement plan	
	☐ Other: *Please list and specify*	
7.3b	**The institution provides evidence that it engages stakeholders in an inclusive and collaborative process of drafting, reviewing, revising, and commenting upon the improvement plan.**	

	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ Agenda, attendance, and minutes of meetings addressing the drafting, reviewing, revising, and commenting upon the improvement plan	
	☐ Survey results showing stakeholder input into the process of drafting, reviewing, revising, and commenting upon the improvement plan	
	☐ Description of how the improvement was drafted	
	☐ Description of how the improvement plan is reviewed and revised	
	☐ Description of how stakeholders were engaged in the process of drafting, reviewing, revising, and commenting upon the improvement plan	
	☐ Other: *Please list and specify*	
7.4a	**The goals of the improvement plan are specifically and strategically focused on sustained yearly improvement of student learning, development, achievement, success, and global awareness.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ Assessment reports showing how the improvement plan leads to improvement of student learning, development, achievement, success, and global awareness	
	☐ Description of how the goals of the improvement plan are developed	
	☐ Other: *Please list and specify*	
7.4b	**Consistent with its mission, the improvement plan articulates educational goals that are specific, measurable, attainable, relevant, and time-bound.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Institutional improvement plan	
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ List of educational goals articulated in the improvement plan	
	☐ Description of how educational goals are designed to be specific, measurable, attainable, relevant, and time-bound	
	☐ Other: *Please list and specify*	
7.5a	**The institutional improvement plan includes clear strategies for achieving goals, corresponding actions to be taken, designated personnel responsible for each goal, and realistic short-term, mid-term and long-range targets for achieving each goal.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*

	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ Description of how the strategies in the improvement plan are developed	
	☐ Description of how data is used to monitor the achievement of the plan's goals	
	☐ Description of how short-term, mid-term and long-range timelines are determined for each goal in the improvement plan	
	☐ Other: *Please list and specify*	
7.5b	**Each set of targets include their own benchmarks to monitor goal progress and can be used as reliable measurements in the plan.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ Description of how the benchmarks in the improvement plan are developed	
	☐ Other: *Please list and specify*	
7.5c	**Final responsibility for the implementation and success of the improvement plan lies with the institution's chief executive officer.**	
	Rubric Scoring ☐Diffused responsibility ☐Committee ☐Small team ☐CEO responsibility	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ Job description of the chief executive officer	
	☐ Description of decision-making processes and final accountability for the implementation and success of the improvement plan	
	☐ Other: *Please list and specify*	
7.6	**The institution demonstrates a commitment to continuous improvement by articulating ongoing and systemic procedures for assessing how effectively it achieves the specific goals and larger purpose of the improvement plan.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ Institutional assessment reports	
	☐ Examples of ongoing and systematic procedures for assessing how effectively it achieves the specific goals and larger purpose of the improvement plan	
	☐ Description of process for assessing the effectiveness of the improvement plan	

	☐ Other: *Please list and specify*	
7.7a	**The institutional improvement plan includes internal measurements to monitor and track progress toward each goal.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ Internal assessment reports	
	☐ Schedule of internal assessments	
	☐ Description of how the measurements in the improvement plan are developed to measure and validate the progress of the plan's goals	
	☐ Description of internal assessment tools and processes	
	☐ Other: *Please list and specify*	
7.7b	**The institution validates the progress made in improving institutional effectiveness through comparative evaluation using recognized standards of good practice and/or national or international norms.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ List of recognized standards of good practice and/or national or international norms used for validating and improving institutional effectiveness	
	☐ Description of use of recognized standards of good practice and/or national or international norms for validating and improving institutional effectiveness	
	☐ Other: *Please list and specify*	
7.7c	**External assessments are routinely used as measurements to validate the progress of the plan's goals.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ External assessment reports	
	☐ Schedule of the external assessments	
	☐ Description of external assessment tools and processes	
	☐ Other: *Please list and specify*	
7.8	**The institution provides evidence that the improvement plan leads to meaningful improvement of student learning, development, achievement, and success as well as overall institutional effectiveness and environmental impact.**	

	Rubric Scoring ☐ Initial processes ☐ Emerging ☐ Developed ☐ Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing improvement plan creation, processes, use, assessment of its effectiveness, and accountability for its success	
	☐ Organized longitudinal assessment data	
	☐ Description of institution use of data from the external and internal assessments to validate institutional effectiveness and environmental impact	
	☐ Other: *Please list and specify*	
END OF STANDARD 7		

STANDARD 8 — ETHICS AND INSTITUTIONAL INTEGRITY

STANDARD 8 — ETHICS AND INSTITUTIONAL INTEGRITY

The institution demonstrates that integrity and ethical conduct codified into written policy constitute foundational principles essential to the purpose, function, and ethos of international higher education. Guided by the core components of integrity—honesty, transparency, and action anchored to ethical principle—the institution aspires to the highest standards of conduct at each stage in its planning, policy-making, administrative, instructional, assessment, and external operations. The institution subscribes to, and actively promotes, integrity and openness in its relations with students, faculty and staff, external partners, and community stakeholders. The institution provides evidence of its commitment to integrity through the actions it takes, the character it conveys, and the impact of its endeavors.

Institutional Response and Approach to Standard 8: *Comment here:*

Indicator		
8.1	**The institution's commitment to integrity is affirmed in a formal and written code of ethics which is easily accessible to stakeholders. The code should include guidelines on, but not be limited to: academic freedom, student rights, responsibility to students, intellectual property rights, copyright regulations, grievance policies, regulatory compliance, managing conflicts of interest, non-discrimination across policy and practice, observance of recognized good practice, and environmental responsibility.**	
	Rubric Scoring ☐No code ☐Initial ☐Emerging ☐Developed ☐Comprehensive code ☐A few such guidelines listed ☐Most ☐All such guidelines listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Code of ethics	
	☐ Policies and procedures governing the creation, implementation, use, review, and updating of the Code of ethics	
	☐ List of topics included in the code of ethics or table of contents	
	☐ Description of locations and ease of access to code of ethics	
	☐ Template of copyright laws and regulations posted at all photocopiers	
	☐ Other: *Please list and specify*	
8.2	**The institution designates senior leadership over the implementation and regular review of the code of ethics and provides training to faculty and staff as needed in line with recognized good practice.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the creation, implementation, use, review, and updating of the Code of ethics	
	☐ Records showing that the implementation of the ethics policy is monitored at the senior level of institutional leadership	
	☐ Agenda, attendance, and minutes of leadership meetings providing training in ethical practice for faculty, staff, and stakeholders	
	☐ Other: *Please list and specify*	
8.3a	**The institution upholds high standards of ethical conduct in operational management and in its relations with students, employees, external partners, and community stakeholders.**	

	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the creation, implementation, use, review, and updating of the Code of ethics	
	☐ Agenda, attendance, and minutes of meetings showing ethical conduct in operational management vis-à-vis institutional stakeholders	
	☐ Examples showing ethical conduct in operational management vis-à-vis institutional stakeholders	
	☐ Other: *Please list and specify*	
8.3b	**In addition to the attributes of its values statement, the institution embraces the values of respect, honesty, fairness, reciprocity, transparency, and accountability in its interactions with stakeholders.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Values statement	
	☐ Agenda, attendance, and minutes of meetings embracing the values of respect, honesty, fairness, reciprocity, transparency, and accountability	
	☐ Example showing the institution embracing the values of respect, honesty, fairness, reciprocity, transparency, and accountability	
	☐ Other: *Please list and specify*	
8.4a	**The institution represents itself with integrity and transparency.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Code of ethics	
	☐ Policies and procedures governing the review and updating of the accuracy of published materials, both print and online	
	☐ Representative samples of promotional materials, both print and online	
	☐ Other: *Please list and specify*	
8.4b	**The principles of truthfulness, clarity, accuracy, full disclosure, and ease of access, apply to internal and external information and communications regarding, but are not limited to: campus profile and setting, recruitment policies, admissions and graduation requirements, program and courses offerings, tuition and fees, code of conduct, assessment and grading policies, grievance policy, student support services, faculty and staff credentials, housing accommodations and costs, governance structures, accreditation status, advertising and promotional literature, and aggregate institutional ecological impact.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes ☐A few such topics listed ☐Most ☐All such topics listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the review and updating of the accuracy of internal and external information and communications	
	☐ Code of Ethics	

	☐ Representative samples of promotional materials, both print and online	
	☐ Description of the process for reviewing and updating of the accuracy of internal and external information and communications	
	☐ Other: *Please list and specify*	
8.5	**The institution has fair, transparent, and effective policies for observing student data protection requirements, for monitoring the practice and regulatory compliance of external agents working on its behalf, for managing internal conflicts of interest, and for addressing stakeholder grievances and appeals.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Comprehensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the observance of student data protection regulations	
	☐ Policies and procedures governing contracting with external agents (e.g., guidelines and instructions, copy of agent agreements, list of active agents, evidence of oversight)	
	☐ Policies and procedures governing the management of internal conflicts of interest	
	☐ Policies and procedures governing the processing and resolution of stakeholder grievances and appeals	
	☐ Other: *Please list and specify*	
8.6	**Where eligibility for entry into professional occupations requires additional training and/or licensure beyond the degrees, certificates, or credentials awarded, the institution states this clearly.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the review and updating of the accuracy of published materials, both print and online	
	☐ Records showing national and international eligibility requirements for licensure or entry into professional occupations for which education is offered	
	☐ Representative samples of print and online publications clearly stating eligibility requirements for licensure or entry into professional occupations	
	☐ Other: *Please list and specify*	
8.7	**The institution maintains the accuracy of its public information through a policy of regular review.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing the review and updating of the accuracy of published materials and public information, both print and online	
	☐ Agenda, attendance, and minutes of meetings addressing the review of public information	
	☐ Other: *Please list and specify*	
8.8	**Within the context of its mission and values, and consistent with its international higher educational vocation, the institution values, promotes, and protects academic freedoms. These should include, but need not be limited to: freedom of expression and inquiry; the pursuit, creation and dissemination of knowledge; the intellectual freedom to examine, question, and revise knowledge; the sharing of scholarship; the protection of intellectual property rights; and the application of reciprocity and standards of critical reasoning in cases of contested knowledge.**	

	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes ☐A few such freedoms listed ☐Most ☐All such freedoms listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing academic freedom	
	☐ List of protected freedoms included in academic freedom policies	
	☐ Records, incident reports, and/or examples of issues related to academic freedom along with evidence of effective resolutions	
	☐ Description of institutional efforts to uphold academic freedoms	
	☐ Other: *Please list and specify*	
8.9	**The institution has in place effective policies and procedures for protecting academic freedoms.**	
	Rubric Scoring ☐Initial policies ☐Emerging ☐Developed ☐Comprehensive policies	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing academic freedom	
	☐ Records, incident reports, and/or examples of issues related to academic freedom along with evidence of effective resolutions	
	☐ Other: *Please list and specify*	
8.10	**Consistent with its educational mission of providing students with knowledge, skills, and attitudes relevant to the society, economy, and careers they will be entering, the institution addresses global and local environment and ecological concerns in meaningful ways. These should include, but not be limited to, the following initiatives: leadership adhesion to a climate emergency declaration and/or carbon commitment; adoption of a plan, targets, resources, and policies for net-zero carbon operations; fossil fuel divestment; curricular and co-curricular reform consistent with sustainability and biodiversity; adoption of *The UN Principles for Responsible Management Education* (PRME); targeted faculty and staff training on the responsibility higher education professionals have in addressing the challenges of sustainability; and sustainability literacy assessment of students, faculty and staff.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes ☐A few such topics listed ☐Most ☐All such topics listed	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*
	☐ Policies and procedures governing responsibilities related to local and global environmental concerns, and to responsible business management education	
	☐ Environmental impact assessment data and/or reports	
	☐ Sustainability Plan	
	☐ Records showing institutional efforts to address local and global environment concerns	
	☐ Other: *Please list and specify*	
8.11	**The institution publicizes its environmental impact, policies, initiatives, and progress accurately and transparently.**	
	Rubric Scoring ☐Initial processes ☐Emerging ☐Developed ☐Extensive processes	**Comments**: *Briefly explain this rating.*
	Evidence Provided: *Indicate items of evidence provided by the institution to demonstrate compliance with each standard indicator. Double-click on box to check all that apply.*	**E-Links, Notes, or Comments:** *Provide web links, notes, or comments below as needed in support of the evidence for each standard indicator.*

	☐ Policies and procedures governing responsibilities related to local and global environmental concerns, and to responsible business management education	
	☐ Sustainability Plan	
	☐ Records related to the institution's environmental impact, policies, initiatives, and progress	
	☐ Description of location(s) of publicized information on the institution's environmental impact, policies, initiatives, and progress	
	☐ Other: *Please list and specify*	
END OF STANDARD 8		