

Engaging in International Activities – Companion Self-Evaluation Report Template

**General Instructions:** Institutions engaging in international activities as defined by Part Two, Section XIX.K – Engaging in International Activities of the *Accreditation Handbook* must complete and submit this companion template with their Self-Evaluation Report.

# Standard I: Institutional Mission

1. **Description of the Mission:** The institution’s mission communicates its purpose and its commitment to providing quality distance educational offerings appropriate to the level of study offered. The mission establishes the institution’s identity within the educational community and guides the development of its educational offerings.
2. Present the institution’s mission statement.
3. Describe how the institution’s international activities are guided by and within the scope of the institution’s mission.
4. **Review and Publication of the Mission:** The institution’s leadership, faculty, staff, administrators, and other stakeholders regularly review the mission to assure continued institutional quality and viability. The published mission statement is readily accessible to students, faculty, staff, other stakeholders, and the public.
5. Describe the procedures followed by the leadership, faculty, staff, administrators and other stakeholders to ensure that international office personnel and agents regularly review the mission.
6. Identify who is responsible for ensuring that the mission is readily accessible to faculty, staff, and other stakeholders who engage in international activity.

# Standard II: Institutional Effectiveness and Strategic Planning

1. **Institutional Effectiveness Planning:** The institution demonstrates a commitment to its educational offerings and administrative operations through processes that monitor and improve institutional effectiveness. The institution engages in sound research practices; collects and analyzes evidence about its effectiveness; and develops action plans that are used to improve operations, educational offerings, and services.
2. Describe the institution’s efforts to monitor institutional effectiveness as it pertains to its international activities. Provide examples of the data collected and analyzed when monitoring institutional effectiveness.
3. Describe the key indicators the institution uses to measure the effectiveness of its international activities to determine if improvements are needed.
4. Describe and provide examples of how the institution improves its international activities based on the data collected and analyzed from its research studies.
5. Describe how often the institutional effectiveness programs and data pertaining to international activities are reviewed to determine achievement of initiatives.
6. As they pertain to the institution’s international activities, describe action plans undertaken during its most recent institutional effectiveness planning cycle and how these plans are incorporated into the overall strategic plan presented in Standard II.B. below.
7. **Strategic Planning:** The institution has a systematic process of planning for the achievement of goals that supports its mission. The institution’s planning process involves all areas of the institution’s operations (e.g., admissions, academics, technology, etc.) in identifying strategic initiatives and goals by evaluating external and internal trends as they affect the future. At a minimum, the strategic plan addresses finances, academics, technology, admissions, marketing, personnel, and institutional sustainability. The strategic plan is reviewed and updated annually using established metrics designed to measure achievement of strategic planning goals and objectives. The plan helps institutions set priorities, manage resources, and set goals for future performance.
8. Describe how the institution’s strategic plan addresses international activities.
9. Describe the metrics the institution has identified that guide the achievement of its strategic planning goals and objectives pertaining to international activities.
10. Identify key international activity achievements from the institution’s last strategic planning cycle that resulted in improvements to the educational offerings and administrative operations.

# Standard IV: Educational and Student Support Services

1. **Appropriate Technology:** The institution uses appropriate and readily accessible technology to optimize interaction between the institution and the student that effectively supports instructional and educational services. Students, faculty, and involved practitioners receive training and support for the technology used to deliver the educational offerings.
2. Describe the institution’s plans for maintaining current technology and adopting new technology for any international functions or offices.
3. **Individual Differences:** Academic advising and instructional support are provided to assist students in achieving institutional and program requirements, program outcomes, course learning outcomes, and educational goals consistent with best educational practices and as required by applicable federal and state laws.
4. Describe any academic advising and/or instructional support provided by the institution via an international site, foreign agent, or through another international educational entity.
5. **Student Records:** Accurate student records are securely and confidentially maintained. Policies and procedures for keeping records on students’ academic progress are in accordance with applicable federal and state laws and professional requirements. Transcripts are readily accessible and are maintained permanently in either print or digital form.
	1. Describe how any formal academic records kept by international coordinating offices, foreign agent, or partner educational entities are securely and confidentially maintained in accordance with applicable federal, state, and international laws and professional requirements.

# Standard VI: Academic Leadership and Faculty Qualifications

1. **Academic Leadership:** The institution demonstrates appropriate academic leadership capacity and infrastructure to support the effective distance education delivery of educational offerings. Academic leaders possess the academic credentials, background, knowledge, ethics, and experience necessary to guide the instructional activities of the institution.
2. Describe how the institution’s academic infrastructure is adequate to oversee any international functions, coordinating offices, and partner educational entity activities that the institution is engaged in.
3. Describe the roles and responsibilities of any academic leadership directly responsible for oversight of international activities.

1. **Instructors, Faculty, and Staff:** Faculty/instructors are qualified and appropriately credentialed to teach the subject at the assigned level. The institution employs a sufficient number of qualified faculty/instructors to provide individualized instructional service to each student. The institution maintains faculty/instructor résumés, official transcripts, and copies of applicable licenses or credentials on file. Faculty/instructors are carefully screened for appointment and are properly and continuously trained on institutional policies, learner needs, instructional approaches and techniques, and the use of instructional technology. The institution regularly evaluates faculty and administrator performance using clear, consistent procedures. The institution assures that faculty are appropriately involved and engaged in the curricular and instructional aspects of the educational offerings. Faculty are assigned responsibilities based on their degree qualifications and/or area(s) of expertise.
2. If the institution uses external faculty/instructors, technical advisors, researchers, or subject matter specialists to support its international activities, describe how they are hired and monitored throughout their engagement.

# Standard VII: Advertising, Promotional Literature, and Recruitment Personnel

1. **Advertising and Promotion:** The institution conforms to ethical practices in all advertising and promotion to prospective students. All advertisements, website content, and promotional literature are truthful, accurate, clear, and readily accessible to the public; proactively states that programs are offered via distance education; and appropriately discloses occupational opportunities as applicable. Catalogs, enrollment agreements, manuals, and websites list the institution’s full name and physical address. At a minimum, all print advertisements and promotional literature include the institution’s city, state, and website home page URL where, in compliance with DEAC’s Website Disclosures Checklist, the institution’s physical address is provided. All web-based advertisements provide a link to the institution’s website home page URL. All institutional social media account profiles provide a link to the institution’s website home page URL. The institution complies with the DEAC’s Catalog Disclosures Checklist and DEAC’s Website Disclosures Checklist.
2. Describe how the institution’s verifies that international agents or partners conform to ethical practices in all advertising and promotion.
3. Describe how the institution verifies that all advertisements, website content, and promotional materials produced by international agents or partners are truthful, accurate, clear, and readily accessible to the public; proactively state that programs are offered via distance education; and appropriately disclose occupational opportunities, as applicable.
4. **Student Recruitment:** The institution demonstrates ethical processes and procedures are followed throughout the recruitment of prospective students by any individual who is authorized by the institution to participate in the enrollment process with prospective students. Minimum ethical practices and procedures are identified below.
5. Describe the process used by any international agents or partners to enroll prospective students.
6. Describe the institution’s job description for any internationally based individuals authorized to participate in the student enrollment and any internationally based individual whose job responsibilities include regular participation in the student enrollment process.

	1. The institution takes full responsibility for the actions, statements, and conduct of its authorized recruitment personnel. The institution maintains appropriate records, licensures, registrations, signed employment contract, and signed DEAC Code of Ethics, as applicable for all recruitment personnel. The institution demonstrates it adequately trains its recruitment personnel and provides them with accurate information concerning employment and remuneration. All authorized recruitment personnel are provided with appropriate materials covering applicable procedures, policies, and presentations. The institution demonstrates that it routinely monitors its recruitment personnel or independent organizations that provide prospective applicants names to assure they are in compliance with all state, federal, and DEAC recruitment practices.
7. Describe how the institution supervises and monitors internationally based student recruitment personnel.
8. Describe the institution’s hiring practices for internationally based student recruitment personnel.
9. Describe how the institution verifies that international recruitment materials are in compliance with all state, federal, and DEAC recruitment practices.
10. Describe the process and criteria used to evaluate internationally based student recruitment personnel.

* 1. All personnel involved in student recruitment, including telemarketing staff, conform to applicable federal, state, and international laws. Personnel involved in student recruitment may not be given and may not use any title that indicates special qualifications for career guidance, advising, or registration, nor may they publish advertisements without written authorization from the institution.
1. Describe how the institution verifies that internationally based student recruitment personnel conform to applicable federal, state, and international laws.

# Standard IX: Financial Disclosures, Cancellations, and Refund Policies

1. **Financial Disclosures:** All costs relative to the education provided by the institution are disclosed to the prospective student [in an enrollment agreement or similar contractual document] before enrollment. Costs must include tuition, educational services, textbooks, and instructional materials; any specific fees associated with enrollment, such as application and registration fees; and fees for required services such as student authentication, proctoring, technology access, and library services.
2. Describe how the costs associated with the education provided are disclosed to students engaging at international sites or who engage with internationally based institution staff, agents, or affiliate partners.

# Standard XII: Facilities, Equipment, Supplies, Record Protection and Retention

1. **Facilities, Equipment, and Supplies:** The institution maintains sufficient facilities, equipment, and supplies to achieve its mission and values and support its educational offerings and future operations. A written plan outlines the maintenance and upgrade of facilities, equipment, and supplies and includes a disaster response and recovery plan. The plan states the resources that are budgeted to support its goals. Buildings, workspace, and equipment comply with local fire, building, health, and safety regulations and are appropriately equipped to handle the educational program(s) of the institution.
2. Describe how the institution’s international facilities, equipment, and supplies promote the achievement of its mission and values.