AdvancED®

Self Assessment Workbook for

DIGITAL LEARNING INSTITUTIONS

AdvancED™

Introduction and Instructions

The Self Assessment is a critical component of the AdvancED accreditation process. The AdvancED Self Assessment (SA) is designed to serve as a valuable tool that will assist institutions in reflecting upon their effectiveness as well as prepare them for an External Review. The Self Assessment is based on the five AdvancED Standards for Quality, which serve as the foundation of the AdvancED accreditation process. In order to earn and maintain accreditation, institutions must meet the five AdvancED Standards for Quality, engage in a process of continuous improvement and host an External Review at least once every five years.

The SA has been designed to engage the institution community in an in-depth evaluation of each of the five AdvancED Standards for Quality by creating a set of questions and rubrics that enable an institution to most accurately describe its continuous improvement progress. In completing the report, an institution identifies the evidence, data, information and documented results that validate that it is meeting each standard. This Self Assessment helps an institution identify areas of strength and opportunities for improvement by reflecting upon questions posed in the indicators and rating themselves on a 4-level scale.

The SA also serves as the primary resource for the External Review Team, which uses the report to prepare for the review. The team uses insights gathered from the report and information obtained during the on-site review to provide feedback to the institution and to make an accreditation recommendation.

Definition of the Standard, Indicators and Performance Levels

The five AdvancED Standards for Quality are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for institutions to achieve quality student performance results and organizational effectiveness. The indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the indicators provide a comprehensive picture of each standard.

Each indicator provides four performance levels that describe varying degrees to which an institution is able to verify its assessment of the question. Use the performance levels as an opportunity to ask your stakeholders challenging questions and respond with accurate answers geared toward improvement of your institution. After choosing performance levels for each indicator, you can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

Supporting Evidence

The suggested supporting evidence section is designed as a starting point for institution staff to think about the practices and/or processes being implemented and to identify evidence that will support its responses to the focus questions and rubrics. This section helps institution stakeholders engage in a discussion about how the institution knows it is adhering to the Standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

Standard Narrative

For each standard, there is a narrative section that allows you to expand on your thinking about the selection of performance levels. Responding to the guiding questions listed in the instructions will help you construct a meaningful narrative for your institution and the External Review team.

Directions for Completing the Report

You and your colleagues should complete the Self Assessment six weeks to six months prior to hosting an External Review. We strongly recommend that a wide and broad cross-section of the institution community participate in completing this report. You will submit the completed report online to AdvancED so that it may be used by the External Review team, as well as for a institution's continuous improvement efforts.

In order to complete the Self Assessment, consider the following steps:

1. Read the information provided in each standard thoroughly. The indicators will provide a very good overall understanding of the standard.
2. Read over each performance level that is linked to each indicator and select the level that most accurately reflects the status of your institution.
3. Select from the list of suggested evidence that supports your performance level selection.
4. Write a brief narrative for each standard using the guidance provided by the prompts. Be thorough yet concise in your answers, focusing on quality and depth over quantity.
5. After completing ratings of all indicators and standard narratives, describe the process you used to gather and analyze data for the Self Assessment.

Important Note:
If you use this document as a working draft of your report, please note that when you copy and paste content from this document to the web-based Self Assessment in ASSIST, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format.

Standard 1

Standard: **The institution maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.**

1.1	The institution engages in a systematic, inclusive and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment.	Score
Level 4	The process for review, revision and communication of the institution's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success in the digital learning environment.	
Level 3	The institution's process for review, revision and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success in the digital learning environment.	
Level 2	The institution has a process for review, revision and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success in the digital learning environment.	
Level 1	No process to review, revise or communicate an educational purpose exists. Stakeholders are rarely asked for input regarding the purpose of the institution. The purpose does not focus on student success in the digital learning environment.	

Possible Evidence
Purpose statements — past and present
Minutes from meetings related to development of the institution's purpose
Documentation or description of the process for creating the institution's purpose including the role of stakeholders
Communication plan to stakeholders regarding the institution's purpose
Examples of communications to stakeholders about the institution's purpose (e.g., website, newsletters, annual report, student handbook)
Survey results

Comments

1.2	Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable and adaptable digital educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	Score
Level 4	Commitment to shared values and beliefs about online teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and personnel. Challenging and adaptable educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve digital literacy, learning, thinking and life skills necessary for success. Evidence indicates a strong commitment to instructional practices in the digital learning environment that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. Leadership and personnel hold one another accountable to high expectations for professional practice of digital education.	
Level 3	Commitment to shared values and beliefs about online teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and personnel. Challenging and adaptable educational programs and equitable learning experiences are implemented so that all students achieve digital literacy, learning, thinking and life skills necessary for success. Evidence indicates a commitment to instructional practices in the digital learning environment that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. Leadership and personnel share high expectations for professional practice of digital education.	
Level 2	Commitment to shared values and beliefs about online teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most personnel. Some challenging and adaptable educational programs and equitable learning experiences are implemented so that all students achieve some degree of digital literacy, learning, thinking and life skills. Evidence indicates some commitment to instructional practices in the digital learning environment that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. Leadership and personnel maintain high expectations for professional practice.	
Level 1	Minimal or no evidence exists that indicates the culture of the institution is based on shared values and beliefs about online teaching and learning. Educational programs challenge few or no students and are provided in a way that few students achieve digital literacy, learning, thinking and life skills necessary for success. Learning experiences for students are rarely equitable. Instructional practices in the digital learning environment rarely include active student engagement, a focus on depth of understanding and the application of knowledge and skills. Little or no commitment to high expectations for professional practice is evident.	
Possible Evidence		
	The institution's statement of purpose	

	Agendas and/or minutes that reference a commitment to the components of the institution's statement of purpose
	Institution philosophy about online teaching and learning
	Documentation that overviews methodologies used in the institution, instructional practices and expected outcomes
	Survey results

Comments

1.3	Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.	**Score**
Level 4	Leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions in the digital environment that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the institution's purpose and direction. Personnel systematically maintain, use and communicate a profile with current and comprehensive data on student and institution performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and online instruction that are aligned with the institution's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals. Personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	
Level 3	Leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions of the digital environment that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student and institution performance. The profile contains analyses of data used to identify goals for the improvement of achievement and online instruction that are aligned with the institution's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	

Level 2	Leaders implement a continuous improvement process for improving student learning and the conditions of the digital environment that support learning. Some stakeholder groups are engaged in the process. Personnel maintain a profile with data on student and institution performance. The profile contains data used to identify goals for the improvement of achievement and online instruction that are aligned with the institution's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.
Level 1	A continuous improvement process for improving student learning and the conditions of the digital environment that support learning is used randomly and/or ineffectively. The profile is rarely updated or used by personnel and contains little or no useful data. Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. Few or no measurable objectives, strategies or activities are implemented with fidelity. Documentation linking the process to improved student achievement and online instruction is unclear or non-existent.

Possible Evidence	
	Agenda/minutes from continuous improvement planning meetings
	Communication plan and artifacts that show two-way communication to personnel and stakeholders
	The institution data profile
	The institution continuous improvement plan
	Historical data about implemented processes and systems
	Survey results

Comments	

Standard 1 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 2

Standard: **The institution operates under governance and leadership that promote and support student performance and institution effectiveness.**

2.1	The governing authority establishes policies and supports practices that ensure effective administration of the institution.	**Score**
Level 4	Policies and practices clearly and directly support the institution's purpose and direction and the institution's effective operation within the digital learning environment. The institution has a systematic, inclusive and comprehensive process and clearly defined criteria for the review and approval of contracts and agreements with external courses, instruction and/or service providers. Policies and practices require and have mechanisms in place for monitoring effective online instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth that include professional practice of digital education for all personnel. The institution has clear policies and practices for maintaining safe and secure digital and onsite environments and has shared these expectations with all stakeholder groups. Policies and practices provide clear requirements, direction for and oversight of fiscal management.	
Level 3	Policies and practices support the institution's purpose and direction and the institution's effective operation within the digital learning environment. The institution has a comprehensive process and clearly defined criteria for the review and approval of contracts and agreements with external courses, instruction and/or service providers. Policies and practices promote effective online instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth that include professional practice of digital education for all personnel. The institution has policies and practices for maintaining safe and secure digital and onsite environments and has shared these expectations with stakeholder groups. Policies and practices provide requirements, direction for and oversight of fiscal management.	
Level 2	Policies and practices generally support the institution's purpose and direction and the institution's effective operation within the digital learning environment. The institution has a process for the review and approval of contracts and agreements with external courses, instruction and/or service providers. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth that include professional practice of digital education of personnel. The institution has some policies and practices for maintaining safe and secure digital and onsite environments and has shared these expectations with most stakeholder groups. Policies and practices provide requirements and oversight of fiscal management.	

Level 1	Little connection exists between policies and practices of the governing authority and the purpose, direction and effective operation of the institution. The institution does not have a clearly defined process for the review and approval of contracts and agreements. Policies and practices seldom or never address effective online instruction and assessment that produce equitable and challenging learning experiences for students. There are few or no policies and practices regarding professional growth of personnel. The institution has few or no policies and practices for maintaining safe and secure digital and onsite environments and may or may not have shared the expectations with stakeholder groups. Policies provide requirements of fiscal management.

Possible Evidence
Governing authority policies, procedures and practices
Institution handbooks
Personnel handbooks
Student handbooks
Communications to stakeholder about policy revisions
Policy for selecting courses, instruction and service providers
Institution crisis plan

Comments

2.2	The governing authority operates responsibly and functions effectively.	**Score**
Level 4	The governing authority has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest. Governing authority member(s) are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing authority and member(s) and professional practice of digital education. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility. The governing authority complies with all policies, procedures, laws and regulations and functions for the benefit of the institution.	
Level 3	The governing authority has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest. Governing authority member(s) participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing authority and member(s) and professional practice of digital education. The governing authority complies with all policies, procedures, laws and regulations and functions for the benefit of the institution.	

Level 2	The governing authority ensures that its decisions and actions are in accordance with defined roles and responsibilities, ethical and free of conflict of interest. Governing authority member(s) participate in professional development regarding the roles and responsibilities of the governing authority and its member(s). The governing authority complies with all policies, procedures, laws and regulations.
Level 1	The governing authority has no method for or does not ensure that decisions and actions are free of conflict of interest, ethical and in accordance with defined roles and responsibilities. Governing authority member(s) rarely or never participate in professional development regarding the roles and responsibilities of the governing authority and its member(s). Evidence indicates the governing authority does not always comply with policies, procedures, laws and regulations.

Possible Evidence

	Governing body policies on roles and responsibilities, conflict of interest
	Governing code of ethics
	Communication plan to inform all personnel on code of ethics, responsibilities, and conflict of interest
	Governing authority minutes relating to training
	Governing authority training plan
	Assurances, certifications
	Proof of legal counsel
	List of assigned personnel for compliance
	Historical compliance data
	Communications about program regulations
	Findings of internal and external reviews of compliance with laws, regulations and policies

Comments

2.3	The governing authority ensures that the leadership has the autonomy to meet goals for achievement and online instruction and to manage the continuous, digital operations effectively.	**Score**
Level 4	The governing authority consistently protects, supports and respects the autonomy of leadership to accomplish goals for achievement and online instruction and to manage the continuous, digital operations of the institution. The governing authority maintains a clear distinction between its roles and responsibilities and those of leadership.	
Level 3	The governing authority protects, supports and respects the autonomy of leadership to accomplish goals for improvement in student learning and online instruction and to manage the continuous, digital operations of the institution. The governing authority maintains a distinction between its roles and responsibilities and those of leadership.	

Level 2	The governing authority generally protects, supports and respects the autonomy of leadership to accomplish goals for improvement in student learning and online instruction and to manage the continuous, digital operations of the institution. The governing authority usually maintains a distinction between its roles and responsibilities and those of leadership.
Level 1	The governing authority rarely or never protects, supports and respects the autonomy of leadership to accomplish goals for improvement in student learning and online instruction and to manage the continuous, digital operations of the institution. The governing authority does not distinguish between its roles and responsibilities and those of leadership or frequently usurps the autonomy of leadership.

Possible Evidence
Institution continuous improvement plan
Agendas and minutes of meetings
Roles and responsibilities of institution leadership
Maintenance of consistent academic oversight, planning and resource allocation
Survey results regarding functions of the governing authority
Stakeholder input and feedback
Communications regarding governing authority actions

Comments

2.4	Leadership and personnel foster a culture consistent with professional practice of digital education and the institution's purpose and direction.	**Score**
Level 4	Leaders and personnel deliberately and consistently align their decisions and actions with professional practices of digital education and toward continuous improvement to achieve the institution's purpose. They encourage, support and expect all students to be held to high standards in all courses of study and in digital literacy. All stakeholders are collectively accountable for the student experience, student engagement and learning in the digital environment. Leaders actively and consistently support and encourage innovation, collaboration, shared leadership and rigorous professional growth. The culture is characterized by collaboration and a sense of community within the digital learning environment among all stakeholders.	
Level 3	Leaders and personnel align their decisions and actions with professional practices in digital education and toward continuous improvement to achieve the institution's purpose. They expect all students to be held to high standards in all courses of study and in digital literacy. All leaders and personnel are collectively accountable for the student experience, student engagement and learning in the digital environment. Leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by collaboration and a sense of community within the digital learning environment.	

Level 2	Leaders and personnel make some decisions and take some actions consistent with professional practices in digital education and toward continuous improvement. They expect all students to be held to standards and digital literacy. Leaders and personnel express a desire for collective accountability for the student experience, student engagement and learning in the digital environment. Leaders sometimes support innovation, collaboration, shared leadership and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community within the digital learning environment.
Level 1	Decisions and actions seldom or never support continuous improvement. Leaders and personnel may or may not expect students to learn or to be digitally literate. There is no evidence of or desire for collective accountability for the student experience, student engagement and learning. Leaders seldom or never support innovation, collaboration, shared leadership and professional growth. The culture is characterized by a minimal degree of collaboration and little or no sense of community.

Possible Evidence
Examples of collaboration and shared leadership
Examples of decisions aligned with the institution's statement of purpose
Examples of decisions in support of the institution's continuous improvement plan
Academic policies and practices
Student orientation recordings
Digital literacy requirements for students
Survey results

Comments

2.5	Leadership engages stakeholders effectively in support of the institution's purpose and direction.	**Score**
Level 4	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups consistent with professional practice of digital education. Leaders consistently provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on continuous improvement efforts and provide and support meaningful leadership roles for stakeholders. Leaders' proactive and persistent efforts result in measurable, active stakeholder participation, positive engagement in the digital learning environment, a strong sense of community and ownership.	

Level 3	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups consistent with professional practice of digital education. Leaders provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on continuous improvement efforts and provide and support meaningful leadership roles for stakeholders. Leaders' efforts result in measurable, active stakeholder participation, engagement in the digital learning environment, a sense of community and ownership.
Level 2	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on continuous improvement efforts and provide some leadership roles for stakeholders. Leaders' efforts result in some stakeholder participation and engagement in the digital learning environment.
Level 1	Leaders rarely or never communicate with stakeholder groups. Little or no work on continuous improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. Leaders' efforts result in limited or no stakeholder participation and engagement in the digital learning environment.

Possible Evidence

	Survey responses
	Communication plan
	Examples of communication with stakeholder groups
	Minutes from meetings with stakeholders
	Involvement of stakeholders in development of continuous improvement plan
	Stakeholder participation in events

Comments

2.6	Leadership and personnel supervision and evaluation processes result in improved professional practice of digital education and student success.	**Score**

Level 4	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.
Level 3	The focus of the criteria and processes of supervision and evaluation is improving professional practice and student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.
Level 2	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.

Level 1	The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success. Supervision and evaluation processes are randomly implemented, if at all. Results of the supervision and evaluation processes, if any, are used rarely or never.
Possible Evidence	
	Job-specific criteria
	Supervision and evaluation documents with criteria for improving professional practice and student success noted
	Representative supervision and evaluation reports
	Governing body policy on supervision and evaluation
	Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation
Comments	

2.7	The governing authority establishes and assesses policies and procedures for validating the authenticity of student performance, defining expectations for student engagement and course completion, awarding course credits and grades, and governing graduation requirements if issuing a diploma.	**Score**
Level 4	The institution implements established policies and procedures through multiple, documented methods to verify the authenticity of student work on key assessments per course that include the visual verification of the student. The institution systematically collects, monitors and evaluates data on student engagement that includes the frequency of student logins, time spent on coursework, student achievement of course requirements and course completion results. The institution has evidence that the criteria for awarding grades, credits and/or the diploma are research-based, aligned with professional practice of digital education and are comparable to state or national norms. The institution annually reviews and updates policies, procedures and criteria.	
Level 3	The institution implements established policies and procedures through multiple, documented methods to verify authenticity of student work on key assessments per course. The institution collects, monitors and evaluates data on student engagement that includes the frequency of student logins, time spent on coursework, student achievement of course requirements and course completion results. The institution has evidence that the criteria for awarding grades, credits and/or the diploma are research-based and comparable to state or national norms. The institution has evidence that policies, procedures and criteria are reviewed and updated.	
Level 2	The institution implements established policies and procedures through multiple methods to verify authenticity of student work on key assessments per course. The institution collects and monitors data on student engagement per course. The institution has evidence that the criteria for awarding grades, credits and/or the diploma are comparable to state or national norms. The institution reviews and updates policies and procedures.	

Level 1	The institution does not validate the authenticity of student work. Student engagement in coursework is rarely monitored. There are no established criteria for awarding grades, credits and/or the diploma. The institution does not have a defined process for policy review.

Possible Evidence	
	Policies related to student authenticity of work, student integrity code, proctoring, student behavior and plagiarism
	Reports aligned with attendance policies that include student attendance logs, time on task, login history, completed assignments and grades earned
	Course grading summaries
	Course completion and passing rate reports
	Credit transfer policy and procedures
	Transcript review processes
	Grading requirements and practices to include grading scale and teacher grading expectations
	Student course expectations

Comments	

2.8	The institution promotes, markets and operates with truthful and ethical practices in fulfillment of its purpose.	**Score**
Level 4	All operating procedures of the institution are clearly supported by truthful and ethical practices. All communications to all stakeholder groups consistently provide truthful, accurate, clear, timely and relevant information.	
Level 3	All operating procedures of the institution are supported by truthful and ethical practices. Communications to stakeholder groups provide truthful, accurate, clear, timely and relevant information.	
Level 2	Operating procedures of the institution may be periodically questioned requiring clarification and substantiation. Some communications to some stakeholder groups are unclear, require clarification and/or are untimely, resulting in poor messaging.	
Level 1	There is little or no evidence to suggest the institution has operating procedures that are supported with truthful and ethical practices. Communications to stakeholder groups rarely provide clear and accurate information.	

Possible Evidence	
	Website
	Marketing campaign artifacts to include brochures, advertisements, signage and direct mail pieces
	Social media sites
	Admissions policies and procedures
	Grievance policy and practices
	Survey results

Comments	

Standard 2 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 3

Standard: **The institution's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.**

3.1	The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	**Score**
Level 4	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the institution's purpose. Evidence clearly indicates curriculum and real-life learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	
Level 3	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is some evidence to indicate curriculum and real-life learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	
Level 2	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	
Level 1	Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.	

Possible Evidence	
	Descriptions of instructional methodologies and techniques
	Teacher expectations
	Course of study
	Course catalog including prerequisites
	Course enrollment patterns
	Course syllabi with learning expectations
	Representative samples of student work across curriculum
	Survey results from current and past students, including graduates

Comments	

3.2	Curriculum, instruction and assessments are designed, monitored and revised systematically in response to data from multiple assessments of student learning and an examination of professional practice of digital education.	Score
Level 4	Using data from multiple assessments of student learning and an examination of professional practice of digital education, personnel systematically design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place that requires the use of multiple measures, including formative assessments, to assess that student mastery and demonstration of learning is consistent with course objectives, inform the ongoing modification of instruction and provide data for possible curriculum revision. There is also a systematic, collaborative process in place that ensures alignment each time curriculum, instruction and/or assessments are reviewed or revised.	
Level 3	Using data from student assessments and an examination of professional practice, personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. There is a process in place that requires the use of multiple measures, including formative assessments, to assess that student mastery and demonstration of learning is consistent with course objectives, inform the ongoing modification of instruction and provide data for possible curriculum revision. There is also a process in place that ensures alignment each time curriculum, instruction and/or assessments are reviewed or revised.	
Level 2	Personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. The process may include multiple measures, including formative assessments, to assess that student mastery and demonstration of learning is consistent with course objectives, inform the ongoing modification of instruction and provide data for possible curriculum revision. A process is sometimes implemented to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.	
Level 1	Personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the institution's goals for achievement and instruction and statement of purpose. The process includes limited measures to assess that student learning is consistent with course objectives or to inform the ongoing modification of instruction. No process exists to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.	

Possible Evidence	
	Curriculum development process
	Curriculum revision process

	A description of the systematic review process for curriculum, instruction and assessment
	Curriculum guides
	Products — scope and sequence, curriculum maps, syllabi
	Assessment overview and results
	Common assessments
	Surveys results
	Standards-based report cards

Comments

3.3	Teachers engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and student achievement of learning expectations.	Score
Level 4	All teachers systematically use online delivery and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers are consistent and deliberate in planning and using online delivery and instructional strategies that require self-reflection, development of critical thinking skills and the integration of content and skills with other disciplines. Student collaboration is strongly evident throughout the instructional program and is expected for all courses or curricular areas. Teachers consistently monitor student progress, provide feedback that is specific and immediate and personalize instructional strategies and interventions that address individual learning needs of each student.	
Level 3	All teachers use online delivery and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers plan and use online delivery and instructional strategies that require self-reflection, development of critical thinking skills and the integration of content and skills with other disciplines. Student collaboration is evident throughout the instructional program and is incorporated in most courses or curricular areas. Teachers monitor student progress, provide feedback that is specific and immediate and provide instructional strategies and interventions that address student learning needs.	
Level 2	Most teachers use online delivery and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers sometimes plan and use online delivery and instructional strategies that require self-reflection, development of critical thinking skills and the integration of content and skills with other disciplines. Student collaboration is evident in the instructional program but not commonly incorporated in courses or curricular areas. Teachers monitor student progress, provide feedback and sometimes provide instructional strategies and interventions that address student learning needs.	

Level 1	Teachers rarely or never use online delivery and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers rarely plan and use online delivery and instructional strategies that require self-reflection, development of critical thinking skills and the integration of content and skills with other disciplines. Student collaboration is rarely or never required as part of the instructional program. Little or no evidence exists that teachers monitor student progress, provide feedback and/or provide instructional strategies and interventions that address student learning needs.

Possible Evidence	
	Teacher expectations and evaluation criteria
	Findings from course audits and observations
	Student work demonstrating the application of knowledge
	Examples of teacher communication and feedback with students
	Recordings of synchronous learning sessions
	Examples of teacher use of technology and media resources in their teaching practices
	Examples of student use of technology and media resources in their coursework
	Interdisciplinary projects
	Authentic assessments
	Professional development focused on professional practice of digital education
	Agenda items addressing professional practice of digital education
	Survey results

Comments	

3.4	Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	**Score**
Level 4	Leaders formally and consistently monitor teachers' instructional practices, through supervision and evaluation procedures beyond digital classroom observations, to ensure that they are aligned with the institution's values and beliefs about online teaching and learning, are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning, use content-specific standards and use professional practice of digital education. Leaders use multiple sources of data about instructional effectiveness and student learning as part of the supervision and evaluation process.	
Level 3	Leaders formally and consistently monitor teachers' instructional practices through supervision and evaluation procedures to ensure that they are aligned with the institution's values and beliefs about online teaching and learning, are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning, use content-specific standards and use professional practice of digital education. Leaders use data about instructional effectiveness and student learning as part of the supervision and evaluation process.	

Level 2	Leaders monitor teachers' instructional practices through supervision and evaluation procedures to ensure that they are aligned with the institution's values and beliefs about online teaching and learning, are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning, use content-specific standards and use professional practice of digital education. Leaders use data as part of the supervision and evaluation process.
Level 1	Leaders occasionally or randomly monitor teachers' instructional practices through supervision and evaluation procedures to ensure that they are aligned with the institution's values and beliefs about online teaching and learning, are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning, use content-specific standards and use professional practice of digital education. Leaders rarely use data as part of the supervision and evaluation process.

Possible Evidence

	Supervision and evaluation procedures
	Reports containing classroom evaluation data
	Curriculum maps
	Curriculum guides
	Peer or mentoring opportunities and interactions
	Recognition of teachers with regard to professional practice of digital education
	Administrative classroom audits and observation protocols
	Examples of improvements to instructional practices resulting from the evaluation process
	Survey results

Comments

3.5	Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.	**Score**
Level 4	Peer accountability ignites commitment to professional learning. All professional and support personnel participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across curricular departments and/or levels. The professional and support personnel implement a formal process that promotes productive discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are a part of the daily routine of personnel. Personnel can clearly link collaboration to improvement results in online delivery, instructional practice and student performance.	

Level 3	A formal accountability process ensures that collaborative learning communities exist. All professional and support personnel participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across curricular departments and/or levels. The professional and support personnel have been trained to implement a formal process that promotes discussion about student learning. Learning from and using the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most personnel. Personnel indicate that collaboration causes improvement results in online delivery, instructional practice and student performance.
Level 2	Leaders encourage the existence of collaborative learning communities. Some of the professional and support personnel participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across curricular departments and/or levels. The professional and support personnel promote discussion about student learning. Learning from and using the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among most personnel. Personnel express belief in the value of collaborative learning communities.
Level 1	Collaborative learning communities may or may not exist. Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across departments and/or levels. The professional and support personnel rarely discuss student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching rarely occur among personnel. Personnel see little value in collaborative learning communities.

Possible Evidence
Agendas and minutes of collaborative learning committees
Calendar/schedule of learning community meetings
Recordings of synchronous collaboration sessions
Transcripts of asynchronous collaboration sessions
Common language, protocols and reporting tools
Examples of improvements to content and instructional practice resulting from collaboration
Examples of cross curricular projects, interdisciplinary instruction and classroom action research projects
Peer coaching guidelines and procedures
Survey results

Comments

3.6	Students work in a digital learning environment that supports success in learning expectations.	**Score**

Level 4	The digital content management system (i.e., learning management, student management or course management system) drives the comprehensive instructional program, connects students with digital resources and tools that are aligned to course and learning expectations and has capacities to support personalized student learning plans. Course navigation is logical and coherent. Exemplars are consistently provided to guide and inform students. The institution has systematic processes for assessing the effectiveness and measuring the reliability of the digital content management system. Personnel use data results to make certain that the management system is consistently responsive to individual student learning needs.
Level 3	The digital content management system (i.e., learning management, student management or course management system) drives the comprehensive instructional program, connects students with multiple digital resources and tools and supports students in achieving learning expectations. Course navigation is logical and coherent. Exemplars are provided to guide and inform students. The institution assesses the effectiveness and measures the reliability of the digital content management system. Personnel use data results to make certain that the management system is responsive to student learning needs.
Level 2	The digital content management system (i.e., learning management, student management or course management system) supports the instructional program and students in achieving learning expectations. Course navigation is acceptable. Exemplars are seldom provided to guide and inform students. The institution has information about the reliability of the digital content management system. Personnel make certain that the management system is consistently available to students.
Level 1	The digital content management system (i.e., learning management, student management or course management system) provides students with access to coursework and instruction. Course navigation is difficult. Exemplars are rarely or never provided to guide and inform students. The institution has little or no information about the reliability of the digital content management system. Personnel make certain the management system is available to students.

Possible Evidence	
	Documentation about how technology system implementation and changes are made
	Course navigation flowchart
	Samples of exemplars used to guide and inform student learning
	Examples of learning expectations and standards of performance
	Examples of assessments that prompted modification in instruction
	Content management system reliability reports
	Survey results

Comments	

3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning.	**Score**

Level 4	All personnel are engaged in mentoring, coaching and induction programs that are consistent with the institution's values and beliefs about teaching, learning and the conditions that support learning in the digital learning environment. Personalized induction programs include individual expectations, online teaching and learning methodologies and the use of specified technology systems. Mentors, coaches and trainers have considerable expertise in the professional practice of digital education. These programs set high expectations for all personnel and include valid and reliable measures of performance.
Level 3	Personnel are engaged in mentoring, coaching and induction programs that are consistent with the institution's values and beliefs about teaching, learning and the conditions that support learning in the digital learning environment. Induction programs include expectations, online teaching and learning methodologies and the use of specified technology systems. Mentors, coaches and trainers have expertise in the professional practice of digital education. These programs set expectations for all personnel and include measures of performance.
Level 2	Some personnel are engaged in mentoring, coaching and induction programs that are consistent with the institution's values and beliefs about teaching, learning and the conditions that support learning in the digital learning environment. Induction programs generally cover job descriptions and the use of specified technology systems. Mentors, coaches and trainers have some experience in digital education. These programs set expectations for personnel.
Level 1	Few or no personnel are engaged in mentoring, coaching and induction programs. Induction programs, if any, generally cover job descriptions. Mentors, coaches and trainers have minimal experience in digital education. Limited or no expectations for personnel are included.

Possible Evidence	
	Descriptions and schedules of mentoring, coaching and induction programs with references to institution beliefs and values about teaching and learning
	Descriptions of instructional methodologies
	Professional learning calendar with activities for instructional support of new personnel
	Personnel manuals with information related to new hires including mentoring, coaching and induction practices
	Mentor/coach expectations
	Records of meetings and synchronous course observations
	Survey results

Comments	

3.8	The institution engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. In the case of adult students, the students are informed of their learning progress rather than the family.	Score

Level 4	Programs that engage families in meaningful ways in their children's education are designed, implemented and evaluated. Systematic processes are in place to encourage families to contact teachers, administrators and personnel members in support of their children's learning. The institution provides families with continuous access to their children's learning progress. For adult students, the process provides the students with continuous access about their learning.
Level 3	Programs that engage families in meaningful ways in their children's education are designed and implemented. Processes are in place to encourage families to contact teachers, administrators and personnel members in support of their children's learning. Personnel regularly inform families of their children's learning progress through timely progress reports and ongoing communication. For adult students, the process provides the students with specific and timely feedback about their learning.
Level 2	Programs that engage families in their children's education are available. Families are encouraged to contact teachers, administrators and personnel members in support of their children's learning. Personnel provide information about children's learning. For adult students, the process provides the students with feedback about their learning.
Level 1	Few or no programs that engage families in their children's education are available. Little or no evidence exists that families are encouraged to contact the institution in support of their children's learning. Personnel provide little relevant information about children's learning. For adult students, the process provides the students with limited information about their learning.

Possible Evidence
Volunteer program with variety of options for participation
Parental/family/adult student involvement plan including activities, timeframes and evaluation process
Calendar outlining when and how families are provided information on child's progress
Schedule of when and how adult students are made aware of academic progress
List of varied activities and communications modes with families and adult students (e.g., information portal, websites, newsletters, parent meetings, open house, social media, emails)
Communication logs
Survey results

Comments	
3.9	The institution has a formal structure whereby each student is well-known by at least one adult advocate who supports that student's digital educational experience.	**Score**

Level 4	Personnel participate in a structure that gives them consistent interaction with individual students and related adults, allowing them to build strong relationships throughout the student's educational experience. All students participate in the structure. The structure allows personnel to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, life skills and safety within the digital learning environment.
Level 3	Personnel participate in a structure that gives them consistent interaction with individual students, allowing them to build strong relationships throughout the student's educational experience. All students may participate in the structure. The structure allows personnel to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, life skills and safety within the digital learning environment.
Level 2	Personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships throughout the student's educational experience. Most students participate in the structure. The structure allows personnel to gain insight into the student's needs regarding learning skills, thinking skills, life skills and safety within the digital learning environment.
Level 1	A minimal structure, if any, exists for personnel to build interaction with individual students. Few students, if any, participate in the structure. Few or no students have a member of personnel who advocates for their needs regarding learning skills, thinking skills, life skills and safety within the digital learning environment.

Possible Evidence

	Description of formal adult advocate structures
	List of students matched to adult advocate (e.g., advisory rosters, homerooms, caseloads)
	Curriculum and activities of formal adult advocate structure
	Recordings of synchronous sessions with adult advocate
	Communication logs
	Survey results

Comments

3.10	Grading and reporting are based on clearly defined policies that represent the attainment of content knowledge and skills and are consistent across curricular departments, levels and courses.	**Score**
Level 4	All teachers consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented without fail across all curricular departments, levels and all courses. All stakeholder groups are systematically informed of the policies, processes and procedures. The policies, processes and procedures are formally and regularly evaluated.	

Level 3	Teachers use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented consistently across departments, levels and courses. Stakeholder groups are informed of the policies, processes and procedures. The policies, processes and procedures are regularly evaluated.
Level 2	Most teachers use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented across departments, levels and courses. Most stakeholders are informed of the policies, processes and procedures. The policies, processes and procedures may or may not be evaluated.
Level 1	Few or no teachers use common grading and reporting policies, processes and procedures. Policies, processes and procedures, if they exist, are rarely implemented across departments, levels or courses. Stakeholder groups may or may not be informed the policies, processes and procedures. No process for evaluation of grading and reporting practices is evident.

Possible Evidence

	Policies, processes and procedures on grading and reporting
	Samples communications to stakeholders about grading and reporting
	Sample report cards and progress reports for each grade level and for all courses
	Evaluation process for grading and reporting practices
	Survey results

Comments

3.11	Professional and support personnel participate in a continuous program of professional learning.	**Score**
Level 4	All professional and support personnel participate in a rigorous continuous program of professional learning that is aligned with the institution's purpose and direction. Professional development is based on an assessment of needs of the institution and each individual and supports professional practices in digital education, including student engagement, cyberbullying and academic integrity. The program builds measurable capacity among all professional and support personnel. The program is rigorously and systematically evaluated for effectiveness in improving online delivery and instruction, student learning and the conditions that support learning in the digital environment.	

Level 3	All professional and support personnel participate in a continuous program of professional learning that is aligned with the institution's purpose and direction. Professional development is based on an assessment of needs of the institution and supports professional practices in digital education, including student engagement, cyberbullying and academic integrity. The program builds capacity among all professional and support personnel. The program is systematically evaluated for effectiveness in improving online delivery and instruction, student learning and the conditions that support learning in the digital environment.
Level 2	Most professional and support personnel participate in a continuous program of professional learning that is aligned with the institution's purpose and direction. Professional development is based on an assessment of needs of the institution. The program builds capacity among personnel who participate. The program is regularly evaluated for effectiveness.
Level 1	Few or no personnel participate in professional learning. Professional development, when available, may or may not address the needs of the institution. The program may or may not build capacity among personnel members. If a program exists, it is rarely and/or randomly evaluated.

Possible Evidence	
	Crosswalk between professional learning and institution purpose and direction
	Brief explanation of alignment between professional learning and identified needs
	Schedules and agendas of professional learning activities
	Evaluation tools for professional learning
	Results of evaluation of professional learning program
	Survey results

Comments	

3.12	The institution provides and coordinates learning support services to meet the unique learning needs of students.	**Score**
Level 4	Personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). Personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences and personality type indicators) and provide or coordinate related individualized learning support services (such as tutoring, digital resources and online success strategies) to all students.	
Level 3	Personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). Personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences and personality type indicators) and provide or coordinate related learning support services (such as tutoring, digital resources and online success strategies) to all students.	

Level 2	Personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). Personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences and personality type indicators) and provide or coordinate related learning support services (such as tutoring, digital resources and online success strategies) to students within these special populations.
Level 1	Personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). Personnel provide or coordinate some learning support services to students within these special populations.

Possible Evidence
List of learning support services and student population served by such services
Examples of communication and services provided to student populations with special needs
Data used to identify unique learning needs of students
Training and professional learning related to research on unique characteristics of learning
Tutoring schedules
Recordings of synchronous tutoring and support services sessions
Examples of implementation of student success strategies
Survey results

Comments

Standard 3 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 4

Standard: **The institution has resources and provides services that support its purpose and direction to ensure success for all students.**

4.1	Qualified professional and support personnel are sufficient in number to fulfill their roles and responsibilities necessary to support the institution's purpose and direction and student success in the digital learning environment.	**Score**
Level 4	Clearly defined policies, processes and procedures ensure that leaders have access to, hire, place and retain qualified professional and support personnel. Roles and responsibilities are clearly defined and documented to support effective delivery of quality education. Leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the institution's purpose, educational programs, delivery of online instruction and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the institution.	
Level 3	Policies, processes and procedures ensure that leaders have access to, hire, place and retain qualified professional and support personnel. Roles and responsibilities are clearly defined and documented to support effective delivery of quality education. Leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the institution's purpose, educational programs, delivery of online instruction and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the institution.	
Level 2	Policies, processes and procedures describe how leaders are to access, hire, place and retain qualified professional and support personnel. Roles and responsibilities support delivery of quality education. Leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the institution's purpose, educational programs, delivery of online instruction and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the institution.	
Level 1	Policies, processes and procedures are often but not always followed by leaders to access, hire, place and retain qualified professional and support personnel. Roles and responsibilities are not clearly defined. Leaders attempt to fill the roles and responsibilities necessary to support the institution purpose, educational programs and continuous improvement. Sustained fiscal resources are rarely available to fund positions critical to achieve the purpose and direction of the institution.	
Possible Evidence		
	Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support personnel	

	Institution budgets for the last three years
	Documentation of highly qualified personnel
	Documentation of student to teacher ratios
	Assessments of staffing needs
	Survey results

Comments

4.2	Technology system resources, instructional resources, student support resources and fiscal resources are sufficient to support the purpose and direction of the institution and student success in the digital learning environment.	**Score**
Level 4	Technology, instructional, student support and fiscal resources are focused solely on supporting the purpose and direction of the institution and student success in the digital learning environment. Requirements for student engagement and course completion are fiercely protected in policy and practice. Leaders exhaust every option to secure student support resources and fiscal resources to meet the needs of all students. Leaders measurably demonstrate that technology support systems, instructional resources, student support resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of online delivery and instruction and digital operations concentrate on achieving the institution's purpose and direction and student success.	
Level 3	Technology, instructional, student support and fiscal resources are focused on supporting the purpose and direction of the institution and student success in the digital learning environment. Requirements for student engagement and course completion are protected in policy and practice. Leaders work to secure student support resources and fiscal resources to meet the needs of all students. Leaders demonstrate that technology support systems, instructional resources, student support resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of online delivery and instruction and digital operations include achieving the institution's purpose and direction and student success.	
Level 2	Technology, instructional, student support and fiscal resources are sometimes focused on supporting the purpose and direction of the institution and student success in the digital learning environment. Requirements for student engagement and course completion are usually protected in policy and practice. Leaders attempt to secure student support resources and fiscal resources to meet the needs of all students. Leaders express a desire to allocate technology support systems, instructional resources, student support resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of online delivery and instruction and digital operations sometimes include achieving the institution's purpose and direction and student success.	

Level 1	Little or no link exists between the purpose of the institution and the technology, instructional, student support and fiscal resources. Requirements for student engagement and course completion are not protected in policy or practice. Leaders use available student support resources and fiscal resources to meet the needs of students. Leaders spend little or no effort allocating technology support systems, instructional resources, student support resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of online delivery and instruction and digital operations rarely or never include achievement of the institution's purpose and direction and student success.

Possible Evidence	
	Examples of leadership efforts to secure necessary material and fiscal resources
	Alignment of budget with institution purpose and direction
	Documentation about how technology system implementation and changes are made
	Historical data about technology system implementation and changes
	Digital content management system reliability reports
	Reports related to course completion reports, graduation rates and achievement results
	Technology system reliability reports
	Survey results

Comments	

4.3	The institution provides support services to meet the learning and safety needs of the student population being served within the digital learning environment.	**Score**
Level 4	Personnel implement a comprehensive process to assess the learning and safety needs of each student. The institution has a personalized plan to address the learning needs of each student who is not demonstrating success in the digital learning environment. The institution has procedures for monitoring internet safety in all programs and courses and safeguarding students from cyberbullying. Valid and reliable measures of effectiveness of support service programs are in place. Personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of all students.	
Level 3	Personnel implement a comprehensive process to assess the learning and safety needs of students. The institution has a documented plan to address the learning needs of students who are not demonstrating success in the digital learning environment. The institution has procedures for monitoring internet safety and safeguarding students from cyberbullying. Measures of effectiveness of support service programs are in place. Personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	

Level 2	Personnel assess the learning and safety needs of students. The institution minimally addresses the learning needs of students who are not demonstrating success in the digital learning environment. The institution has procedures for monitoring internet safety and safeguarding students from cyberbullying. Measures of effectiveness of some support service programs are in place. Personnel review all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.
Level 1	Personnel attempt to determine the learning and safety needs of some students. The institution rarely addresses the learning needs of students who are not demonstrating success in the digital learning environment. The institution minimally monitors internet safety and does not safeguard students from cyberbullying. The effectiveness of support service programs is not measured. Personnel rarely review programs. Improvement plans related to these programs are rarely or never developed.

Possible Evidence
Learning inventory tools and results
Placement tests and results to include student course assignments
Examples of student success plans
Reports with student retention rates, course passing and completion rates and student engagement data
Overview of internet safety and cyberbullying education program
Student "netiquette" policy
Survey results

Comments

4.4	Students and personnel use a range of information, media and technology to support the educational programs.	**Score**
Level 4	Students and personnel have access to embedded information, media and technology resources necessary to achieve the educational programs. Documented evidence shows that all students and personnel make judgments about the quality of information and media accessed online. The institution has systematic procedures for continuously reviewing, monitoring and approving internet-based sites and resources that support the educational programs. Qualified personnel are available to assist students with information retrieval and in the use of media and technology.	
Level 3	Students and personnel have access to information, media and technology resources necessary to achieve the educational programs. Documented evidence shows that students and personnel make judgments about the quality of information and media accessed online. The institution has systematic procedures for reviewing, monitoring and approving internet-based sites and resources that support the educational programs. Qualified personnel are available to assist students with information retrieval and in the use of media and technology.	

Level 2	Students and personnel have access to information, media and technology resources necessary to achieve most of the educational programs. Students and personnel make judgments about the quality of information and media accessed online. The institution has procedures for reviewing, monitoring and approving internet-based sites and resources that support the educational programs. Personnel are available to assist students with information retrieval and in the use of media and technology.
Level 1	Students and personnel have access to limited information, media and technology resources necessary to achieve most of the educational programs of the institution. Limited evidence exists that students and personnel make judgments about the quality of information and media accessed online. Limited assistance may be available for students and personnel to learn about the tools and locations for finding and retrieving information.

Possible Evidence

	Data on media and information resources available to students and personnel
	Directory of personnel contact information and availability to assist students and personnel in using technology and media and in finding and retrieving information
	Documentation of process for reviewing and rating media resources
	Instructional process for teaching students how to review and rate media sources
	Technology security and usage policy and practices
	Budget related to technology, media and information resource acquisition
	Survey results

Comments

4.5	The technology infrastructure enables student success in learning expectations and the digital environment, supports innovation in curricular design and delivery of instruction and supports the operational conditions of the institution.	**Score**
Level 4	The technology infrastructure is state-of-the-art and meets the instructional, learning and operational needs of all stakeholders. Personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve innovation in curricular design and delivery of instruction, technology services and infrastructure.	
Level 3	The technology infrastructure meets the instructional, learning and operational needs of all stakeholders. Personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to support innovation in curricular design and delivery of instruction, technology services and infrastructure.	
Level 2	The technology infrastructure meets the instructional, learning and operational needs of most stakeholders. Personnel have a technology plan to support innovation in curricular design and delivery of instruction, technology services and infrastructure.	

Level 1	The technology infrastructure meets the instructional, learning and operational needs of few stakeholders. A technology plan, if one exists, addresses curricular design and delivery of instruction, some technology services and infrastructure needs.

Possible Evidence	
	Technology plan and budget to improve technology services and infrastructure
	Assessments and results to inform development of technology plan
	Overview of technology services and personnel
	Policies relative to technology use
	Survey results

Comments	

4.6	Upon enrollment, the institution provides students with support systems to enable learning success in the digital environment.	**Score**
Level 4	The institution's admissions process is personalized for each student. A personalized induction program is provided to each student. Information from the induction program is used to develop personalized support systems and academic plans for each student. The institution provides all students with an orientation of the technology and digital literacy requirements, learning resources and strategies for successful online learning.	
Level 3	The institution has a clearly defined admissions process. A systematic induction program is available to all students. Information from the induction program informs student placement in courses and/or academic programs for all students. The institution provides all students with an orientation of the technology and digital literacy requirements, learning resources and strategies for successful online learning.	
Level 2	The institution has an admissions process. An induction program is available. Information from the induction program is used somewhat for student placement. The institution provides all students with an orientation of the technology and digital literacy requirements, learning resources and strategies for successful online learning.	
Level 1	The institution's admissions process is not clearly defined. An induction program is rarely available. Information from the induction program, if available, is seldom used for student placement. The institution rarely or never provides students with an orientation of the technology and digital literacy requirements, learning resources and strategies for successful online learning.	

Possible Evidence	
	Overview of student induction program
	Assessment system for identifying student learning needs
	Admissions policies and practices
	Enrollment packet
	List of support services available to students(e.g., technology training, internet safety and cyberbullying education, tutoring and support in applying online learning strategies)

	Survey results

Comments		

4.7	The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	**Score**
Level 4	The institution has a systematic induction process and continuous procedures to identify the counseling, assessment, referral, educational and career planning needs of all students. Personnel provide programs for monitoring, advising and personalized planning for each student's success in the digital learning environment. The institution has a documented network of partnerships that are used as part of the academic program to meet individual student learning needs. Valid and reliable measures of program effectiveness are in place, and personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	
Level 3	The institution has processes and procedures to identify the counseling, assessment, referral, educational and career planning needs of all students. Personnel provide programs for monitoring, advising and planning for student success in the digital learning environment. The institution fosters partnerships and utilizes resources to support student learning needs. Measures of program effectiveness are in place, and personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of all students.	
Level 2	The institution has procedures to identify the counseling, assessment, referral, educational and career planning needs of students. Personnel provide programs for monitoring, advising and planning for student success in the digital learning environment when possible. The institution utilizes resources to support student learning needs. Personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented when needed to meet the needs of all students.	
Level 1	The institution seldom implements procedures to identify the counseling, assessment, referral, educational and career planning needs of students. Personnel rarely provide programs for monitoring, advising and planning for student success in the digital learning environment. The institution has little or no resources to support student learning needs. Personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.	

Possible Evidence
List of services available related to counseling, assessment, referral, educational and career planning
Description of referral process
Description of IEP process
Budget for counseling, assessment, referral, educational and career planning

	Agreements with community agencies for student-family support
	List of extracurricular activities and services available to students related to educational and career planning
	Survey results
Comments	

Standard 4 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 5

Standard: **The institution implements a comprehensive assessment system that generates a range of data about student learning and institution effectiveness and uses the results to guide continuous improvement.**

5.1	The institution establishes and maintains a clearly defined and comprehensive student assessment system.	Score
Level 4	Personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and institution performance. The system ensures consistent measurement across all digital classrooms, curricular departments and/or levels and courses. All assessments are proven reliable and bias-free. The system is regularly and systematically evaluated for reliability and effectiveness in improving online delivery and instruction, student learning, the organizational conditions of the institution and the digital environment that supports student learning.	
Level 3	Personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and institution performance. The system ensures consistent measurement across digital classrooms, curricular departments and/or levels and courses. Most assessments, especially those related to student learning, are proven reliable and bias-free. The system is regularly evaluated for reliability and effectiveness in improving online delivery and instruction, student learning, the organizational conditions of the institution and the digital environment that supports student learning.	
Level 2	Personnel use an assessment system that produces data from multiple assessment measures about student learning and institution performance. The system generally provides consistent measurement across digital classrooms, curricular departments and/or levels and courses. Some assessments, especially those related to student learning, are proven reliable and bias-free. The system is evaluated for effectiveness in improving online delivery and instruction, student learning, the organizational conditions of the institution and the digital environment that supports student learning.	
Level 1	Personnel maintain an assessment system that produces data from assessment measures about student learning and institution performance. The system provides a limited degree of consistent measurement across digital classrooms, curricular departments and/or levels and courses. Assessments are seldom proven reliable and bias-free. The system is rarely or never evaluated for effectiveness in improving online delivery and instruction, student learning, the organizational conditions of the institution and the digital environment that supports student learning.	
Possible Evidence		

	Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and institution performance
	Evidence that assessments are reliable and bias-free
	Documentation or description of evaluation tools/protocols
	Survey results

Comments

5.2	Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.	**Score**
Level 4	Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support personnel. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, online delivery and instruction, the effectiveness of programs and the digital learning environment that supports the student experience. All personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, online delivery and instruction, the effectiveness of programs, the organizational conditions of the institution and the digital learning environment.	
Level 3	Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support personnel. Data sources include comparison and trend data that provide a complete picture of student learning, online delivery and instruction, the effectiveness of programs and the digital learning environment that supports the student experience. Personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, online delivery and instruction, the effectiveness of programs, the organizational conditions of the institution and the digital learning environment.	
Level 2	Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support personnel. Data sources include limited comparison and trend data about student learning, online delivery and instruction, the effectiveness of programs and the digital learning environment that supports the student experience. Personnel use data to design, implement and evaluate continuous improvement plans.	
Level 1	Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support personnel. Data sources include little or no comparison and trend data about student learning, online delivery and instruction, the effectiveness of programs and the digital learning environment that supports the student experience. Personnel rarely use data to design and implement continuous improvement plans.	

Possible Evidence

	Written protocols and procedures for data collection and analysis

	List of data sources related to student learning, instruction, program effectiveness and conditions that support learning
	Examples of use of data to design, implement and evaluate continuous improvement plans
	Survey results

Comments

5.3	Professional and support personnel are trained in the evaluation, interpretation and use of data.	**Score**
Level 4	All professional and support personnel are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.	
Level 3	All professional and support personnel are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data.	
Level 2	Most professional and support personnel are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.	
Level 1	Few or no professional and support personnel are trained in the evaluation, interpretation and use of data.	

Possible Evidence
Training materials specific to the evaluation, interpretation and use of data
Documentation of attendance and training related to data use
Professional learning schedule specific to the use of data
Policies specific to data training
Survey results

Comments

5.4	The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	**Score**
Level 4	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate significant improvement, and personnel systematically and consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	
Level 3	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	

Level 2	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and personnel sometimes use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
Level 1	An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.

Possible Evidence

	Description of process for analyzing data to determine verifiable improvement in student learning
	Agendas/minutes of meetings related to analysis of data
	Evidence of student growth
	Evidence of student readiness for the next level
	Evidence of student success at the next level
	Examples of use of results to evaluate continuous improvement action plans
	Student surveys

Comments

5.5	Leadership monitors and communicates to stakeholders comprehensive information about student learning, the organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals.	**Score**
Level 4	Leaders monitor comprehensive information about student learning, organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	
Level 3	Leaders monitor comprehensive information about student learning, organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	
Level 2	Leaders monitor information about student learning, organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals. Leaders communicate results to all stakeholder groups.	
Level 1	Leaders monitor some information about student learning, organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals. Leaders sometimes communicate results to stakeholders.	

Possible Evidence

	Leadership monitoring process of information about student learning, conditions that support learning and the achievement of institution improvement goals
	Communication plan regarding student learning, conditions that support learning and achievement of institution improvement goals to stakeholders
	Sample communications to stakeholders regarding student learning conditions that support learning and achievement of institution improvement goals
	Executive summaries of student learning reports to stakeholder groups
Comments	

Standard 5 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Overall Summary of the Self Assessment Process (Optional)

Describe the process you used to gather and analyze data for this Self Assessment. Include descriptions of:

- committees, focus groups or other methods used to involve stakeholders.
- how stakeholders arrived at consensus for the ratings.
- the timeline of data collection and reporting.

This description **will not** be included as part of the online Self Assessment; however, External Review team members will be asking stakeholders at your institution about their participation and the process used to collect data to accurately respond to the Self Assessment.