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| Brand logo | 2020 |
| This document serves as the formal manner to begin a ‘Substantive Change Request’. This form is only for Institutions/Providers that hold current **Registration Status** with NAECOB at the time of application. | [ARR] |

***PREAMBLE***

Accreditation Readiness Report

(Registered Degree-Granting Institutions)

**PLEASE SUBMIT COMPLETED FORM TO:**

**Executive Director**

***National Accreditation and Equivalency***

***Council of The Bahamas (NAECOB)***

**RND Plaza West**

**John F. Kennedy Drive**

**P.O. Box N-3913**

**Nassau, The Bahamas**

**Telephone: 328-8872/3**

**Email:** [**info@naecob.org**](mailto:info@naecob.org)

*It is the Institution’s responsibility to demonstrate that its programmes, procedures, policies, and processes are within The National Accreditation & Equivalency Council of The Bahamas (NAECOB) recognized standards and scope of authority. NAECOB reserves the right to circumscribe its review functions to the types of Institutions and programmes that are within its recognized standards & scope of authority and to liaise with specialized consultants. NAECOB also reserves the right to decline undertaking the review of Institutions and programmes that are determined to be outside of NAECOB’s purview, capacity, competence, or where information presented by the Institution is not apropos for a substantive evaluation.*

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Name of Institution

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Physical Address of Institution

Submitted to:

Executive Director

National Accreditation & Equivalency Council of The Bahamas

RND Plaza West

John F. Kennedy Drive

Nassau, The Bahamas

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Date of Submission

***CRITERIA FOR CANDIDACY***

Only Institutions that initially submitted an application for registration with NAECOB and were approved are eligible to now start the application for Institutional accreditation candidacy.

**To be eligible to apply for *Institutional Accreditation Candidacy* an Institution MUST meet the following criteria below:**

1. The Institution should have the legal authorization by the respective licensing agency in their jurisdiction to operate; they must be in operation for at least one (1) year.
2. The Institution must have been under the same ownership, at the same location (main campus) for at least one year of continuous operation.
3. The Institution must offer Post-Secondary education programmes where the student will graduate with at least an Associate Degree in an economically viable discipline.
4. The Institution must have fair admissions policies and procedures that are aligned with best practices and benchmarks in higher education.
5. The Institution should have completed at least one graduation exercise from a cohort with the longest offered programme major at the time of application.
6. The Institution should have at least twenty-five (25%) of the student population attending in full-time (FT) status; related documents with this data must be submitted.
7. The Institution must have full time (FT) on-site administrative and support staff in the respective department/unit with the requisite qualifications and experience. They must have been employed with the Institution for at least six (6) months prior to submitting an application.
8. The Institution must have sufficient qualified and experienced faculty assigned accordingly to support the delivery of educational programmes.
9. The Institution must have the appropriate administrative systems, technologies, processes, and capabilities in support of the educational programmes offered.
10. The Institution must have the necessary learning resources in support of instructional staff, administrative staff, students and other related stakeholders in the teaching and learning environment.
11. The Institution must have the physical space and demonstrate efficient management of their facilities in support of the teaching and learning environment.
12. The Institution must have the necessary student services in place to support educational programmes and co-curricular activities of its student population.
13. The Institution must have sufficient financial resources in support of its academic and administrative operations. Externally audited financial statements of at least one-year must be submitted.
14. The Institution must have a clearly defined structure of governance which is the final authority with respect to the formulation and implementation of basic policies that govern the Institution.
15. The Institution must have a developed strategic plan for the continued educational, physical, and financial growth of the Institution; the plan should map at least three (3) years of activities.
16. The Institution must be able to submit an annual report demonstrating at least one year of operation data and outcomes.
17. The Institution must have authorization from their governing body or relevant authority to offer the programme.
18. The programme should be consistent with the Institutions stated mission and educational goals and must have a detailed and developed framework.
19. The Institution has a system for internal programme approval, review, and monitoring.
20. The Institution’s resources adequately support its education programme offerings.
21. The Institution must agree to comply with all requirements of The National Accreditation & Equivalency Council of The Bahamas (NAECOB).

**Please provide the following information outlined under each *Institutional Accreditation Standard.***

**STANDARD 1: MISSION** **AND GOALS**

The Institution must have a clearly defined statement of the mission and purpose of the Institution. Include the vision, core values, and Institutional goals in regards to students, faculty, staff, community educational programs, technology, partnerships, infrastructure, funding activities, and other activities…etc. Provide a copy of the Institution’s mission statement that clearly defines its purpose of the Institution, which it serves and what it intends to accomplish in the field of education.

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| **Standard 1 Components** | | **Documents To Demonstrate Compliance** |
| **1.1** | Provide a copy of the institution’s mission statement that clearly defines its purpose of the institution, which it serves and what it intends to accomplish in the field of education. |  |
| **1.2** | Provide a copy of your vision statement that clearly communicates the long-term aspiration long-term objectives that the Institution would like to achieve or accomplish. |  |
| **1.3** | Provide a copy of your core values that serve as the guiding principles for Institutional behavior and action across its units. |  |
| **1.4** | Provide a copy of your Institutional goals in support of the mission that will translate throughout each unit of the organization. |  |
| **1.5** | Provide a recent copy of the Institution’s school catalog that outlines the various policies and procedures across academic and administrative units, among others. |  |
| **1.6** | Provide a copy of the Institution’s student handbook that outlines the expectations for the conduct and behavior of student at your Institution, as well as other related policies and procedures govern student life. |  |

**STANDARD 2 – INSTITUTIONAL GOVERNANCE AND ADMINISTRATION**

The Institution must have a clearly defined structure of governance which is the final authority with respect to the formulation and implementation of basic policies that govern the Institution. Governance policies must clearly define the selection process, policy development and review process, decision-making roles and responsibilities assignments, and remuneration, if any, associated with board members.

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| **Standard 2 Components** | | **Documents To Demonstrate Compliance** |
| **2.1** | Provide information on the ownership type of the Institution with related legislative authorization or licensing documents attached. |  |
| **2.2** | Provide the name, contact information, titles, affiliations, occupations, and resumes of all owners of the Institution. |  |
| **2.3** | For private/for-profit/proprietary Institutions, provide information on Institutional procedures for the continuity of leadership. |  |
| **2.4** | Provide the name, occupation, contact information and resume of the Chief Executive Officer (CEO). Provide evidence that the CEO was appointed by the board. The CEO cannot be the presiding officer (chairman /chairwoman) of the board. |  |
| **2.5** | Provide the name, contact information, titles, affiliation, occupations, and resumes of members of the Institution’s board of directors. Identify those who receive remuneration. |  |
| **2.6** | Provide the Institution’s organizational chart outlining governance responsibilities of the administration structure, include names and titles. |  |
| **2.7** | Provide information on the policies and procedures associated with the Institution’s active governing board members, explaining their structure, authority and autonomy. |  |

**STANDARD 3 – EDUCATIONAL PROGRAMMES**

The Institution must have clearly defined objectives, evidence-based content, and academic rigor in the educational programmes offerings and congruent with the Institution’s mission and goals. Educational programme standards are reviewed under the following sub-standards: (i) Programme Mission and Goals, (ii) Programme Governance and Administration, (iii) Academic Programme Resources and Support, (iv) Programme Effectiveness, and (v) Quality Assurance and Enhancement.

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| **PROGRAMME MISSION AND GOALS -**The Institution must have a concise description about the purpose of the programme, as well as the guiding principles and values specific to it. It highlights the philosophical position behind the programme’s goals in broad terms, the stakeholders or audience the programme targets, what those who train in it will achieve educationally and career wise, as well as how the training will contribute to the community or country on a whole. Programme goals list the content of the programme specific to the parameters of what students will understand (knowledge), apply (psychomotor skills) and appreciate (affective). | | |
| **Standard 3(i) Components** | | **Documents To Demonstrate Compliance** |
| **3.1-1** | Provide a clearly defined statement about the mission and purpose of each academic programme |  |
| **3.1-2** | Provide information about the how each academic programme’s mission supports the Institutional mission and goals. |  |
| **3.1-3** | Provide information about how each academic programme will enhance the knowledge, skills, and attitude of students who undertake it. |  |
| **3.1-4** | Provide information about the career paths that each academic programme will prepare students for. |  |
| **3.1-5** | Provide information about how each academic programme’s objectives and learning outcomes are in line with Higher Education best practices and benchmarks. |  |
| **3.1-6** | Provide profile information about the Director of each academic programme and/or the Director of the department in which each academic programme resides. Profile Information should list each member’s (i) Full Name, (ii) Role, (iii) Work #, (iv) Cell #, (v) Email and (vi) Credentials (resumes, transcripts and copies of their academic qualification[s]). |  |

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| **PROGRAMME GOVERNANCE AND ADMINISTRATION -** The Institution must define the people, policies, and procedures, associated with the planning, development, implementation, monitoring & evaluation of each academic programme. It speaks to the framework(s) in which programme development decisions are made, as well as the quality assurance mechanisms that are in place that guides the governing and administering of each academic programme. | | |
| **Standard 3(ii) Components** | | **Documents To Demonstrate Compliance** |
| **3.2-1** | Provide information about the policies and procedures that govern programme needs analysis, design, development, implementation, and evaluation. |  |
| **3.2-2** | Provide information on the admissions policies requirements at your Institution across all academic programmes. Explain on what basis these admission requirements were determined. If it applies, outline the admissions policies for distance education programme offerings. |  |
| **3.2-3** | Provide information about the administrative steps involved in each academic programme approval process. |  |
| **3.2-4** | Provide information about the structure of governance and administration of the programme planning committee responsible for authorizing new and revised academic programmes. |  |
| **3.2-5** | Provide profile information about the members of the programme planning committee responsible for authorizing new and revised academic programmes. Profile Information should list each member’s (i) Full Name, (ii) Role, (iii) Work #, (iv) Cell #, (v) Email and (vi) Credentials (resumes, transcripts and copies of their academic qualification[s]). |  |
| **3.2-6** | Provide evidence that demonstrates that the current programme(s) being submitted for Programme Accreditation Candidacy were approved by the programme planning committee. |  |
| **3.2-7** | Provide the related minutes, documents, reports and findings that came about during the programme planning process for each programme. |  |

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| **ACADEMIC PROGRAMME RESOURCES AND SUPPORT -** The Institution must demonstrate that it has the necessary resources, infrastructure, and support to successfully deliver the programme’s mission and goals in its entirety; that is, the physical resources, learning resources, human resources, and financial resources. | | |
| **Standard 3(iii) Components** | | **Documents To Demonstrate Compliance** |
| **3.3-1** | **Physical Resources –** Provide information about the existing physical space infrastructure, facilities, learning materials and supplies in support of effective academic programme delivery. |  |
| **3.3-2** | **Learning Resources -** Provide information about the existing technological resources, inclusive of administrative systems, learning management systems, school management systems, and Electronic Library databases…etc., in support of each academic programme. |  |
| **3.3-3** | **Human Resources: Instructional Staff -** Provide information about the existing qualified and experienced Instructional Staff members that support the effective delivery of each academic programme. Present this information using the ‘Instructional Staff Profile Table’ template that is accessible on NAECOB’s website. |  |
| **3.3-4** | **Human Resources:** **Administrative & Support Staff** – Provide information about the existing administrative & support staff that support the Institution in its mission and goals. Present this information using the ‘Administrative & Support Staff Profile Table’ template that is accessible on NAECOB’s website. |  |
| **3.3-5** | **Financial Resources** - Provide information about the existing financial resources in support of the mission and goals of academic programme delivery and related areas. Externally audited financial statements of at least two-years must be submitted. |  |
| **3.3-6** | **Partnerships and Agreements I** - Provide information on any partnership(s) between the Institution and another Institution or business entity in an Instructional Service Center agreement or the like, to offer classes and/or related co-curricular activities. Provide a copy of agreement(s). |  |
| **3.3-7** | **Partnerships and Agreements II** - Provide information on whether the Institution is affiliated with or will seek Articulation Agreement(s) or Memoranda of Understanding (MOUs) with established/accredited Institutions either local or overseas in support of each academic programme. Provide a copy of the agreement(s). |  |

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| **PROGRAMME EFFECTIVENESS -** The Institution must present evidence-based data and information that proves market demand and relevancy for academic programmes offered by the Institution. The Institution should document and demonstrate the mechanisms in place to measure, monitor, and evaluate programme effectiveness throughout the planning and delivery life-cycle of a given programme. | | |
| **Standard 3(iv) Components** | | **Documents To Demonstrate Compliance** |
| **3.4-1** | Provide evidence that there is a proven market demand and relevance for each academic programme. |  |
| **3.4-2** | Provide information on the process by which curricula is designed and developed, including information on the current programmatic standards and best practices used as benchmarks. |  |
| **3.4-3** | Provide information on the quality assurance process in selecting the general education courses, core courses, and major courses appropriate to the discipline of each educational programme major offered by the Institution that meets local and international standards. |  |
| **3.4-4** | Provide evidence that the entry requirements of each academic programme are relevant and appropriate for the discipline. |  |
| **3.4-5** | Provide information on the academic provisions in place for identifying and providing support for admitted students who are not fully prepared for college level study. |  |
| **3.4-6** | Provide evidence that the programme and course objectives of each academic programme are relevant to the discipline. |  |
| **3.4-7** | Provide evidence that academic rigor is built into the delivery and assessment of each academic programme. |  |
| **3.4-8** | Provide evidence that the learning outcomes of each course in a given academic programme target student performance, competence, is measurable and observable. |  |
| **3.4-9** | Provide a comprehensive and up-to-date inventory of the course materials and learning reources associated with each academic programme. |  |
| **3.4-10** | Provide evidence that the delivery of academic programme takes into account the diverse learning styles of students. |  |
| **3.4-11** | Provide evidence that the delivery of academic programme incorporates various teaching, assessment, and evaluation methods. |  |
| **3.4-12** | Provide evidence that mechanisms are in place to efficiently monitor, assess, and evaluate the impact of teacher instruction. Provide a blank copy of faculty evaluation form. |  |
| **3.4-13** | Provide evidence that mechanisms are in place to efficiently monitor, assess, and evaluate the impact of student learning. Provide a blank copy of course evaluation form. |  |
| **3.4-14** | Provide evidence that formative and summative assessment methods align with programme objectives and learning outcomes. |  |
| **3.4-15** | Provide evidence that assessment data about student performance in academic programmes are captured effectively and are accessible to related stakeholders. |  |
| **3.4-16** | Provide evidence that aassessment data about Instructional Staff performance in academic programmes are captured effectively and are accessible to related stakeholders. |  |
| **3.4-17** | Provide evidence that aassessment data about administrative & support staff performance in supporting academic programmes are captured effectively and are accessible to related stakeholders. |  |
| **3.4-18** | Provide evidence of the student services that effectively supports academic programme delivery. |  |
| **3.4-19** | Provide information on the assessment and evaluation process in the awarding of higher education credential of each academic programme. Include sample(s) of award(s). |  |
| **3.4-20** | Provide information on the assessment and evaluation process of transfer credits towards each academic programme. |  |
| **3.4-21** | Provide information and evidence that the Institution has graduated at least one cohort in its principal educational programmes before NAECOB’s evaluation of their application for Institutional accreditation candidacy. |  |
| **3.4-22** | Provide a copy of the schedule of classes at the time of submission. Ensure that the course code, course name, classroom numbers, meeting times, assigned instructor and enrollment roster for each class is included). |  |
| **3.4-23** | Provide a list of students per academic programme who are currently enrolled at the Institution at the time of the site visit. |  |
| **3.4-24** | Provide agreements and schedules of internships, externships, apprenticeships, clinical experience, and/or field experiences associated with and educational programme. |  |
| **3.4-25** | Provide handbooks/manuals of internships, externships, apprenticeships, clinical experience, and/or field experiences associated with and educational programme. |  |
| **3.4-26** | Provide programme planning meeting Minutes for the most recent meetings. |  |
| **3.4-27** | Provide copies of or links to all advertising associated with educational programmes. |  |

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| **Standard 3(v) Components** | | **Documents To Demonstrate Compliance** |
| **QUALITY ASSURANCE AND ENHANCEMENT -** The Institution must have embedded quality enhancement policies and procedures throughout the life of the programme. Further, the Institution should demonstrate forward thinking and planning that continuously measures and evaluates the need for programme resources and support mechanisms. | | |
| **3.5-1** | Provide evidence that mechanisms are in place to ensure that curricula in support of academic programme delivery are revised periodically for current and future needs. |  |
| **3.5-2** | Provide evidence that mechanisms are in place to ensure that assessment and evaluation tools in support of academic programme delivery are revised periodically for current and future needs. |  |
| **3.5-3** | Provide evidence that mechanisms are in place to ensure that policies, procedures and processes in support of each academic programme delivery are revised periodically for current and future needs. |  |
| **3.5-4** | Provide evidence that mechanisms are in place to ensure that financial and budgetary resources in support of academic programme delivery are revised periodically for current and future needs. |  |
| **3.5-5** | Provide evidence that mechanisms are in place to ensure that the learning resources in support of each academic programme delivery are evaluated periodically for current and future needs |  |
| **3.5-6** | Provide evidence that mechanisms are in place to ensure that the human resources in support of each academic programme delivery are evaluated periodically for current and future needs. |  |
| **3.5-7** | Provide evidence that mechanisms are in place to ensure professional development opportunities for the human resources that support academic programme delivery for current and future needs. |  |
| **3.5-8** | Provide evidence that mechanisms are in place to ensure that the physical facilities and infrastructure in support of academic programme delivery are revised periodically for current and future needs. |  |
| **3.5-8** | Provide evidence that both short term and long term strategic plans have been developed to support current and future needs of academic programme delivery at the departmental level as well as the Institutional level. |  |

**STANDARD 4 – LEARNING RESOURCES**

The Institution must own or have access to sufficient learning resources, services, infrastructures, and technologies to adequately support the proposed educational programmes and reflect the capacity to support Institutional mission and goals.

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| **Standard 4 Components** | | **Documents To Demonstrate Compliance** |
| **4.1** | Provide information about all the learning resources that supports the instructional programmes as well as the Institution’s mission and goals. (Software, Student Management System, E-Library, Learning Management System, instructional equipment & supplies, multimedia resources…etc.). |  |
| **4.2** | Provide a detailed inventory of all the learning resources that supports the instructional programmes as well as the Institution’s mission and goals. (Software, Student Management System, E-Library, Learning Management System, instructional equipment & supplies, multimedia resources…etc.). |  |
| **4.3** | Provide the name, address, website, email address and contact number of the learning resource(s) providers /vendors. |  |
| **4.4** | Provide information on the maintenance, repair, replacement, and disposal plan in place for damaged, outdated, and/or obsolete learning resources. |  |
| **4.5** | Provide information demonstrating that the required safety standards are in place for the use of outlined learning resources. |  |
| **4.6** | Provide a comprehensive technology plan that outlines the related policies and procedures governing the use and maintenance of learning resources, technological infrastructure, and services across the Institution. The plan should feature a student learning outcomes assessment with data on the utilization of the learning resource(s). |  |

**STANDARD 5 – PHYSICAL RESOURCES & INFRASTRUCTURE**

The Institution must demonstrate that it has adequate accommodation in terms of space, physical facilities, lighting, and safety provisions. Present a thorough description of physical facilities available that are in support of the Institutions missions and goals. Master plan of facilities, workplace safety information, Occupational Safety and Health Administration (OSHA) compliance or a similar entity...etc.

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| **Standard 5 Components** | | **Documents To Demonstrate Compliance** |
| **5.1** | Provide a copy of the floor plan of the Institution. |  |
| **5.2** | Provide information on the Institution’s physical resources, both existing and under construction that are used for classroom instruction, office space, student housing, student activities, and other gathering of stakeholders. |  |
| **5.3** | Provide related information on all rental agreements/ contracts, lease agreements/ contracts…etc., associated with the Institution’s physical resources and infrastructure. |  |
| **5.4** | Provide a Physical Plant Plan that outlines the related fiscal management, maintenance services, and operational support for the buildings and facilities. |  |
| **5.5** | Provide copies of approved fire safety inspections, building inspection and occupancy certificates, or similar occupational safety certificate from the respective agency (in your country). Also include copies of related insurance coverages and policies. |  |
| **5.6** | Provide an Emergency Action Plan(s) that outlines the Institutional preparation, response, and recovery actions in mitigating natural or man-made disasters to physical resources and infrastructure. |  |

**STANDARD 6 – HUMAN RESOURCES**

The Institution has sufficient instructional, administrative, and support staff with the requisite qualifications and experience appropriate for their tasks that fulfills the Institution’s mission and goals.

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| **Standard 6 Components** | | **Documents To Demonstrate Compliance** |
| **6.1** | Provide information on the profiles of instructional staff employed by the Institution including copies of their resume, degrees, and courses assigned to teach. |  |
| **6.2** | Provide information on the administrative and support staff employed by the Institution including copies of their resume, degrees, and departments they are assigned to work in |  |
| **6.3** | Provide the most recent copy of the Institution’s faculty handbook/manual. |  |
| **6.4** | Provide the most recent copy of the Institution’s staff handbook/manual. |  |
| **6.5** | Provide information on the support and services available for Instructional staff reflective of the Institution’s mission and goals in teaching and learning. |  |
| **6.6** | Provide information on the support and services available for administrative and support staff reflective of the Institution’s mission and goals in teaching and learning. |  |
| **6.7** | Provide information on the evaluation and assessment procedures of instructional staff. |  |
| **6.8** | Provide information on the evaluation and assessment procedures of administrative and support staff. |  |
| **6.9** | Provide copies of the materials and scripts used by recruitment & admissions staff. |  |
| **6.10** | Provide the Minutes of faculty meetings held within the past twelve (12) months. |  |
| **6.11** | Provide a blank copy of instructional staff evaluation form. |  |
| **6.12** | Provide a blank copy of administrative staff evaluation form. |  |

**STANDARD 7 – FINANCIAL RESOURCES**

The Institution must present a financial plan for at least three (3) years, including future budget projections. Present the Institution’s two (2) most recent independently audited financial statements in the support of the Institution missions and goals outlined. Assess and evaluate the efficiency and effectiveness of how Institutional resources are used in support of the mission.

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| **Standard 7 Components** | | **Documents To Demonstrate Compliance** |
| **7.1** | Provide a copy of the Institution’s financial plan of at least three (3) years including current budget(s) and future budget(s) projections. |  |
| **7.2** | Provide an assessment of the efficiency and effectiveness of institutional resources and evaluate the fiscal management and fiscal controls of business practices. |  |
| **7.3** | Provide the Institution’s two (2) most recent independently audited financial statements in the support of the Institution missions and goals outlined. |  |
| **7.4** | Provide information on tuition, fees, and related financial policies associated with student accounts and services. |  |

**STANDARD 8 – STUDENT SERVICES & CO-CURRICULAR ACTIVITIES**

The Institution must present evidence based data and information on the student population that highlights how the Institution’s mission and goals supports their student body through academic services and co-curricular activities from the point of enrolment to graduation, as well as with alumni services.

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| **Standard 8 Components** | | **Documents To Demonstrate Compliance** |
| **8.1** | Provide an outline of student support services, programmes, and activities in place that are reflective of the institution’s mission and goals in teaching and learning. |  |
| **8.2** | Provide information on the plans the institution has in place to ensure a safe, secure and healthy environment for students, as well other related stakeholders of the campus community. |  |
| **8.3** | Provide information on the policies and procedures associated with the secure maintenance and release of student records |  |
| **8.4** | Provide a blank copy of surveys or evaluations issued to students to gauge their opinion on current student services offered by the institution. |  |
| **8.5** | Provide information on the grievance procedures that are in place for students. |  |
| **8.6** | If the institution has an intercollegiate student athletics programme or agreement in place, provide information on how this is managed. |  |

**STANDARD 9 – STRATEGIC PLAN AND INSTITUTIONAL EFFECTIVENESS**

The Institution must have a comprehensive institutional-wide strategic plan linked to mission that outlines all ongoing organizational management activities based on Institutional mission and goals. Include operational plans at all units/departments, as well as academic, financial, and other quality assurance plans. Assessment and evaluation activities for Institution effectiveness should also be outlined.

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| **Standard 9 Components** | | **Documents To Demonstrate Compliance** |
| **9.1** | Provide a comprehensive Institutional-wide strategic plan that outlines all ongoing organizational management activities based on Institutional mission and goals. |  |
| **9.2** | Provide operational plans of all units/departments, as well as academic, financial, and other quality assurance plans. |  |
| **9.3** | Provide an outline of scheduled periodic assessment and evaluation of the effectiveness of planning activities. |  |

**STANDARD 10 – PROGRAMME & INSTITUTIONAL OUTCOMES (ANNUAL REPORT)**

The Institution must submit a comprehensive annual report outlining evidence-based data and information concerning programme and Institutional data, organizational activities, and financial performance from the preceding year.

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| **Standard 10 Components** | | **Documents To Demonstrate Compliance** |
| **10.1** | Provide detailed information on current admissions and enrollment profile of students. |  |
| **10.2** | Provide detailed information on retention and graduation rate and how each is calculated |  |
| **10.3** | Provide enrollment data across programme majors for the current year as well as at least three (3) previous years. |  |
| **10.4** | Provide projected enrollment for period outlined in the Institution’s Financial Plan. |  |
| **10.5** | Provide a list of students per academic programme who have graduated from the Institution in the past three (3) years. |  |
| **10.6** | Provide a list of students per academic programme who were terminated or withdrawn from the Institution in the past three (3) years. |  |
| **10.7** | Provide a list of students per academic programme who were on a Leave of Absence from the Institution in the past three (3) years. |  |