



FOOTHILL COLLEGE
Accreditation Self-Study Team Meeting
(Standard II)
Monday, June 13, 2016

MEETING MINUTES

LOCATION: Altos Room (Room 2019)

TIME: 2:00PM – 4:00PM

MEMBERS PRESENT:

Anthony Cervantes, Carolyn Holcroft, Dawn Giradelli, Isaac Escoto, Katherine Schaefer, Lisa Drake, Michaela Agyare, Paul Starer, & Rosa Nguyen.

GUESTS:

Ruby Sodhi

I) Assignment discussion

The assignment for the members was to find at least one piece of evidence regarding Standard II to share with the other members during this meeting. Please refer to Appendix A for a detailed description (attached). Among the suggestions for evidence, members discussed the following:

- SLO in accounting (TrackDat)
- Educational Master Plan
- C3
- Stem Center (II.A.7 & II.B.1) including student survey, memos from Institutional Effectiveness Office, resume from instructors, and one-on-one tutoring program.
- Articulation agreement for AP Chemistry exam, validation of placement exams.
- Library's program review.
- Agreement with part-time faculty regarding SLOs.
- Documents showing different tracks for Math, Computer Science, and Physics (pathways).

Once this evidence was identified, the members agreed to discuss evidence for some of the sections of Standard II.

II.A.1:

- Program review of programs
- New course proposal documents
- Middle college data
- Equity plan
- Program discontinuation process
- Baccalaureate – substantive change document
- DE course approval

- DE website
- Office of Instruction

II.A.2:

- Cyclic review for Title V
- J1 evaluations
- Department meetings
- Faculty norming sessions
- Faculty professional development
- Senate orientation & curriculum orientation (10+1)
- Canvas meeting minutes

II.A.3:

- TrackDat
- Program reviews
- Program sheets
- Newsletters from the Office of Instruction
- Senate resolution
- Links to course syllabi

II.B.1

- Material selection policy (website)
- Lib guide
- Library liaison program
- Program review
- Student surveys
- TLC, Middlefield, Sunnyvale, Stem Center, Student Services area, Family Engagement Institute, & Stanford Learning Institute.
- Information literacy standard.

Carolyn thanked everyone for doing this exercise. The meeting ended with Carolyn suggesting that she will provide weekly updates to the teams and create sub-committees for members willing to collect and organize evidence for Standard II over the summer.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
 - *How does the institution ensure that all course and program offerings align with the stated mission of the institution?*
 - *Program review prompts require authors to connect program to mission*
 - *New course proposal form requires need/justification statement*
 - *New program proposal process*
 - *Curriculum review and oversight by the College Curriculum Committee (every course identifies and includes one or more ILOs).*
 - *How does the institution choose the fields of study in which it offers programs? What evidence is there that student progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions? How does the institution evaluate student progress and outcomes? By what means are programs assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes? (Federal Regulation)*
 - *New course proposal form (and process) – need/justification statement*
 - *New program proposal process*
 - *CTE programs require labor market data,*

- comparable program documentation
 - Degree/certificate completion data
 - transfer data
 - Middle college data
 - Review of ADT data from state to review student demand
 - Program review for currency, teaching/learning strategies, program-level SLOs
 - Articulation agreements
 - Pathways - documents showing different tracks for programs
 - *How does the institution choose the fields of study in which it offers DE/CE programs? What stakeholders are consulted about the choices of study in which the institution offers DE/CE and how are they consulted? (Federal Regulation)*
 - DE Addendum/course approval
 - College web page for online degrees
 - Stakeholders – faculty, deans, office of instruction
 - Program review prompts require examination of online course success rates
 - Substantive change proposal doc for Sunnyvale
 - **QFE:** *Does the institution provide clear pathways for students that lead to achievement of their goals? (Effective Practices: Each student is given a clear roadmap to success, a pathway that leads to further education and/or employment. Students are required to declare a major early, and the institution assists them in establishing milestones of accomplishment for each term.*
 - Ed planning data
 - declaration of major required for priority registration
 - Education Master Plan
 - High impact practices such as learning communities, STEMWays, etc.
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
- J1 evaluations
 - Academic senate, COOL work on online course standards (meeting minutes)
 - Academic senate orientation re: roles and responsibilities for curriculum, professional development
 - Faculty norming sessions (especially English/ESL faculty)
 - Tech task force meeting minutes?
 - Student equity plan? SEW meeting minutes?

- IP&B minutes
 - Cyclic review for Title V
 - Department meetings
 - Canvas meeting minutes
 - Faculty development workshops
 - Funding allocated for faculty to travel and attend conferences
 - Krause Center for Innovation
 - Course studio on MyPortal.fhda.edu
- *How does the college determine what delivery modes are appropriate for its students?*
 - Policy re: cyclical review of course outlines of record at least every 5 years for title 5 compliance, including review of delivery and methods of instruction
 - Substantive change proposal doc for Sunnyvale
 - *Have faculty discussed the relationship between teaching methodologies and student performance?*
 - Department and division meetings, retreats
 - Professional development
 - *Do criteria used in program review include relevancy, appropriateness, achievement of learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)? (Federal Regulation) Program Review template includes all of these criteria*
 - *What types of data are available for program review?*
 - data available on the Program Review web page includes...
 - *How is the relevancy of a program determined?*
 - Ongoing program review, comprehensive review every 3 years, policies re: evaluation by college-wide Program Review Committee
 - *How are results of program review used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program review? College procedures for program review from program level up until review by PaRC*
 - *How are competency levels and measurable student learning outcomes determined for DE/CE? Are they different from those selected for traditional programs? What is the rationale? (No different than F2F)*
 - *What is the role of faculty in this process? Has the institution*

established advisory committees with expertise in DE/CE, and if so what is their role? (No different than F2F)

- *What teaching methodologies are commonly used in DE/CE programs? How are methodologies selected? Do faculty discuss the relationship between the selected teaching methodologies and student performance? Distance ed addendum, division-level online course standards*
- *Are there policies that dictate satisfactory progress in DE/CE courses/programs? (No different than F2F)*
- *What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review? (No different than F2F)*
- *How is the relevancy of a program offered in DE/CE mode determined?*
- *How are results of evaluation of programs in DE/CE mode used in institutional planning? (No different than F2F)*

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Katherin

- SLO Committee – documentation of charge and membership,
 - academic senate minutes re: SLO policies and procedures,
 - Office of Instruction newsletters
 - Need to collect a representative sample of course syllabi and place online for review
 - J1 form
 - Faculty Agreement re: SLOs
 - Academic Senate resolution
 - Links to course syllabi
- *Has the institution defined and assessed learning outcomes for all courses and programs? How are assessment results for learning outcomes used in course and program review? Program review includes 4-column reports, SLOs are linked from Course Outlines of Record*
 - *What role do faculty play in these decisions?*
 - SLO Committee – documentation of charge and membership,

- academic senate minutes re: SLO policies and procedures,
 - J1 form
 - Faculty Agreement re: SLOs
4. If the institution offers pre-collegiate level¹ curriculum, it distinguishes that curriculum from college level² curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.
- Course numbering system
 - Summer bridge program descriptions and data
 - TLC
 - Math foundations lab
 - LRC's ESL collection
- *By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student, or contract education?*
 - Study abroad application and approval process to determine which programs/instructors will go?
 - For credit and noncredit courses, same processes for new course approval, new program approval
 - Need to develop more formal processes for developing contract and community ed? For international students?
 - What is the process for establishing and evaluating each type of course and program? How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs? For credit and noncredit courses, same processes for new course approval, new program approval. Contract ed proposal form. Need to develop more formal processes for developing contract and community ed?
 - *What processes are in place to align pre-collegiate level curriculum with college level curriculum, in order to ensure clear and efficient pathways for students?*
 - CB21 coding guidelines
 - C-ID descriptors
 - Noncredit 3SP Advisory Committee (minutes/agendas)
 - collegiate/collegiate math instructors)
 - Math retreat
 - Alignment through CTE BS1070 work
 - Prerequisites/advisories processes
 - *By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community*

Isaac

Lori

education, short-term training, international student, or contract education programs in DE/CE mode? (Federal Regulation)

- For credit/noncredit courses, faculty discipline experts must curriculum process
- Which of these (or other) categories of courses and programs does the institution offer in DE/CE mode?
 - Currently no basic skills credit courses in math or English online
 - KCI classes are offered online
 - Parenting classes online
 - TLC online
- “Effective practices”:
 - Redesign developmental education fundamentally, incorporating design principles emerging from community college research and practice, including acceleration, contextualization, compression, collaborative learning, and integrated student and academic support.
 - Appropriate to student placement, require enrollment in developmental English and math courses during the first semester.

Lori

Paul

Isaac

5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
 - *How does the institution demonstrate the quality of its instruction? What evidence exists that all programs are characterized by the variables cited in this standard?*
 - *What criteria does the college use to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers? (Federal Regulation)*
 - *What is the process for establishing and evaluating each type of course and program offered in DE/CE mode? How does the college determine the appropriate credit type of its courses and programs offered in DE/CE mode? (Federal Regulation)*
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a

period of time consistent with established expectations in higher education.³ (ER 9)

- *How well does the institution achieve and evaluate the effectiveness of learning at each level of a course sequence or program?*
- *Does the institution schedule classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time? (Federal Regulation)*

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

- *How does the institution demonstrate it understands and is meeting the needs and learning styles of its students?*

Lisa

- *Education Master Plan*

- *Substantive change – Sunnyvale & Baccalaureate*

B.

- *Do courses include multiple ways of assessing student learning? How does the college determine what delivery modes are appropriate for its students?*
- *What teaching methodologies are commonly used? How are methodologies selected? Have faculty discussed the relationship between teaching methodologies and student performance?*
- *Has the college evaluated the effectiveness of its delivery modes? How effective are delivery modes and instructional methodologies that the college uses in producing learning?*
- *What assessment of student learning styles that relate to teaching in DE/CE mode has the college performed?*
- *How does the institution demonstrate that it is meeting the needs and learning styles of its students? How are faculty and staff informed and kept up-to-date about learning needs and pedagogical approaches related to DE/CE?*
- *Do courses in DE/CE mode include multiple ways of assessing student learning?*
- *What teaching methodologies are commonly used in DE/CE programs? How are methodologies selected? Do faculty discuss the relationship between the selected teaching methodologies and student performance?*

Paul

Rosa

2. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

- *How does the institution ensure the use of unbiased, valid measures of student learning?*
- *Multiple measures?*

3. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

- *Are course-level learning outcomes the basis for awarding credit? Are credits awarded consistent with accepted norms in higher education? (Federal Regulation)*
- *By what means does the institution ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates?*
- *Does the institution demonstrate it follows Federal standards for clock-to-credit-hour conversions in the award of credit? (Federal Regulation)*
- *What policies does the institution have for the award of academic credit for DE/CE programs? Are the policies similar to the traditional programs? What is the rationale for the decision? Are these policies regularly reviewed, including review of the extent to which they are suited for DE/CE? (Federal Regulation)*

Bernie

4. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

- [Evidence of transfer agreements, policies](#)
- [Transfer web page resources for students](#)
- [Transfer data](#)

- Articulation agreements
- *What policies does the institution have to address transfer of coursework internally and externally, and how are they communicated to students? Are these policies regularly reviewed? (Federal Regulation)*
- *How does the institution develop, implement, and evaluate articulation agreements? (Federal Regulation)*

5. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Rosa

- *What criteria does the college use to determine the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for each program it offers?*

Katherin

- *How well are students achieving the intended outcomes?*
 - *What does the institution do to promote student understanding and appreciation of diverse perspectives?*
- *What are the information competencies that the institution purports to teach all students? What is the evidence that the institution acts purposefully to teach these competencies?*
- *How does the institution assess the competencies in information retrieval/use that it teaches students?*

6. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

- *What evidence is found in the catalog of a faculty developed rationale for general education that serves as the basis for inclusion of courses in general education?*
- *How are student learning outcomes used to analyze courses for inclusion as general education?*

- *How is the general education philosophy reflected in the degree requirements?*

- 7. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.⁴ The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

- 8. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.
 - *How does the institution verify and maintain currency of employment opportunities and other external factors? (Federal Regulation)*
 - *How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees for CTE programs?*

- 9. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

- 10. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.
 - *How does the college evaluate the effectiveness of its courses and programs?*
 - *Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)?*
 - *What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation*

include a comprehensive review of the program role in the overall college curriculum?

- *How are results of program evaluation used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?*
- *How does the college evaluate the effectiveness of its courses and programs offered in DE/CE mode? Is the process similar to courses and programs offered in traditional mode? What is the rationale?*
- *What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review?*
- *How are results of evaluation of programs in DE/CE mode used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?*

C. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

(ER 17)

- Faculty resources guide
 - Library liaison program
 - Bookshare online (DRC)
 - Access etext (DRC)
 - Student surveys
 - TLC
 - LRC
 - Middlefield
 - STEM Center
- SAOs
- Faculty survey data
- Program reviews
 - TLC
 - LRC
 - DRC
 - Sunnyvale Center
 - STEM Center

Anthony

Micaela

- SLI??
 - DRC accommodation request policy/procedure/form
 - Evidence of secure login for MyPortal, library access
 - Library professional standards
 - Smarthinking
 - NetTutor
 - CS tutoring online
 - 3SP plan
 - Early Alert program
 - Learning community data
 - *What information about student learning needs is provided by instructional faculty and staff to inform the selection of library resources?*
 - *How does the institution assess the effectiveness of its own library and learning support services in terms of quantity, quality, depth and variety?*
 - *How does the institution know it has sufficient depth and variety of library materials to meet the learning needs of its students?*
 - *Are all campus locations/all types of students/all college instructional programs equally supported by library services and accessibility? How are comparable services provided to DE/CE students and students at off-site locations? (Federal Regulation)*
 - *What is the availability of electronic access to library materials and learning support services? (Federal Regulation)*
 - QFE: *Through curriculum redesign and scheduling, can the institution provide supplemental instruction and tutoring for academically at risk students, particularly in gatekeeper and developmental education courses?*
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.
- Program review process for resource requests
 - OPC
 - rubric,
 - process description,
 - meeting minutes
 - repair logs for equipment
 - accreditation documentation for CTE programs
 - laptop loan program

- [Student Equity Plan – calculators, laptops, book vouchers](#)
 - *What information about student learning needs is provided by instructional faculty and staff to inform the selection of educational equipment and materials to support student learning?*
 - *How does the institution assess the effectiveness of its library and learning support equipment and materials in terms of quantity, quality, depth and variety?*
 - *How does the institution know it has sufficient depth and variety of materials to meet the learning needs of its students? What information about the learning needs of DE/CE students is provided by instructional faculty and staff to inform the selection of library resources?*
 - *What equipment to support student learning is available to students studying in DE/CE mode?*
 - *By what means is the library collection made available to students with remote access to the institution? How does the institution know that these means address the learning needs of the students?*
 - *What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes for students studying in DE/CE mode?*
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
- [Student surveys \(see B.1\)](#)
 - [Program Reviews \(see B1\)](#)
 - *What methods does the institution use to evaluate its library and other learning support services? Does the evaluation assess use, access, and relationship of the services to intended student learning? Does the evaluation include input by faculty, staff and students?*
 - *Does the evaluation of library and other learning support services include assessment of use, access, and relationship of the services to intended student learning outcomes for DE/CE programs? Does the evaluation include input by faculty, staff, and students?*
4. When the institution relies on or collaborates with other institutions or

other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

- Interlibrary loan program
- Agreements with:
 - NetTutor
 - Smarthinking
 - Turn-it-in
 - Other 3SP service providers
 - Instructure agreement? Canvas?
- 3SP plan/ 3SPAC minutes (discussions of efficacy evaluations)
- *What contracts, if any, exist for the provision of library and learning support services? What processes does the institution have for evaluating and ensuring the quality of those contracted services? How does the institution gather information to assess whether the services are being used and are effective? (Federal Regulation)*

D. Student Support Services

1. The institution regularly evaluates the quality of student support services delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Laureen

- 3SP Plan
- 3SPAC minutes
- Program reviews for SSS programs
- Evidence of professional development for SS faculty and staff
- Student Success Collaborative minutes
- Online orientation evidence
- Survey/quiz to assess readiness for online coursework
- *By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning?*
- *How does the institution identify the needs for support services related to DE/CE programs, and how does it ensure that these needs are addressed? By what means does the institution*

assure the quality of its student support? (Federal Regulation)

- *How does the college prepare and monitor DE/CE students to be successful?*
 - **No early alert or mentoring for DE students yet**
- *Are counseling and other student support services available for DE/CE students?*
 - **No early alert or mentoring for DE students yet**

Fatima

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and to continuously improve student support programs and services.

- *What assessment methods are used to ascertain the effectiveness of student support services?*
 - Student surveys
 - SAO data from TracDat

Isaac

- *How are evaluation results used to improve student services?*
 - Fresh Desk online ticketing
- *Does the college know where its DE/CE students come from? Are there state authorization requirements if there are out-of-state students? Reciprocity agreements, CCC Apply data*
- *How does the institution determine that students admitted to its DE/CE programs are able to benefit from these programs? How is this information taken into consideration in admissions policies and procedures? Ability to benefit forms?*
- *What improvements have been made to the effectiveness of these services? Do the student support services expand as the growth of DE/CE expands?*
 - Fresh Desk online ticketing
 - Movement to Canvas LMS
 - 3SP Plan and program reviews documenting expansion of online?
 - Accessibility reviews
 - Degreeworks
 - Online access to counseling, also phone

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)
 - [3SP plan](#)
 - [3SPAC minutes](#)
 - [Student Services program reviews](#)
 - *How does the institution demonstrate that it assesses student needs for services regardless of location or mode of delivery, and provides for them?*
 - *How are online and off-site location services evaluated? How well are services meeting the needs of students?*
 - *How does the institution assure access to appropriate, comprehensive, and reliable services, such as but not limited to orientation, tutoring, counseling, and delivery of materials to students with remote access to information? (Federal Regulation)*
 - *Effective practices:*
 - Increase students' understanding of admission requirements, application, and financial aid processes.
 - Develop dual/concurrent enrollment opportunities for high school students.
 - Permit students to take college placement assessments, including assessment preparation activities, while in high school.
 - Permit students to enroll in college directly from high school. End late application and registration before classes begin.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.
 - *How does the institution determine what co-curricular programs are appropriate to its mission and students?*
 - *How does the institution evaluate the quality and effectiveness of its co-curricular programs?*

Fatima

- Program reviews from athletics programs
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
- Counseling PR,
 - 3SP plan
 - 3SP Advisory Council minutes
 - *Does the institution develop, implement, and evaluate counseling and/or academic advising?*
 - *Does the evaluation of counseling and/or academic advising include how it enhances student development and success?*
 - *Are these or comparable services available to online students and students attending other locations?*
 - *How does the institution develop, implement, and evaluate counseling and/or academic advising and how do these initiatives ensure that the needs of DE/CE students are effectively addressed?*
 - Effective Practices
 - Mandate orientation to college and ongoing advising for students, including a course on success in college.
 - Engage faculty and staff across typical silos to map pathways and design integrated support for students.
 - Monitor student progress, providing frequent feedback and support.
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways⁵ to complete degrees, certificate and transfer goals. (ER 16)
- Effective practices:
 - Construct coherent, structured pathways to certificate and degree completion and transfer
 - Simplify choices for students, using defaults that give students a recommended program of study that can be customized.

- Structure the first-year experience to help students who are undecided about a major to choose a field of study.
 - Develop learning communities (cohort learning groups) around developmental education courses and a course on student success in college.
 - [SSC minutes, SSRT, learning community data](#)
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
- *What processes are used to evaluate the effectiveness of practices and tools of admissions and placement? What evaluations of placement processes are used to ensure their consistency and effectiveness?*
 - *What processes are used to evaluate the effectiveness of practices and tools of admissions for DE/CE programs? Are they different from the tools and practices used for traditional programs? What is the rationale?*
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Sources of Evidence: Examples for Standard II

Listed below are examples of potential sources of evidence for Standard II. There may be many other sources relevant to each college's unique mission that institutions should provide and teams should consider.

Standard II: Student Learning Programs and Services

A. Instructional Programs

- Evidence that all instructional offerings align with the institution's mission regardless of where and how they are taught
- Evidence that the quality of all programs is consistently determined to meet a high standard and rigor appropriate for higher education
- Evidence of analytical reviews demonstrating that instructional programs are relevant to the interests, needs and educational goals of the students served by the institution

- Evidence students are achieving stated learning outcomes
- Evidence the institution considers how instruction is delivered and how it assesses that delivery is both appropriate and current
- Evidence of the development of student learning outcomes and strategies for attaining those outcomes at the course, program, certificate and degree level
- Evidence of assessment of student learning and program outcomes
- Evidence of assessment of student achievement data
- Evidence of institution-set standards
- Evidence of analysis of assessment results and use for improvement of student learning
- Evidence that an institutional process exists for determining the quality of all courses and programs
- Evidence that established procedures are used to develop courses and programs and that faculty play a major role in this endeavor
- Evidence of a faculty-driven assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, programs certificates, programs, and degrees
- Evidence that systematic evaluation and review of student progress toward achieving learning outcomes take place
- Evidence of the role played by advisory committees
- Evidence instructional offerings are in appropriate areas of academic study given the institution's mission
- Evidence programs are appropriately sequenced to provide the bases for success in subsequent courses
- Evidence courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities
- Evidence the institution concerns itself with pedagogy that addresses student needs and learning styles
- Evidence that diverse methods of instruction are used and that students are exposed to a variety of points of view
- Evidence of regular, systematic evaluation and review of instructional courses and programs, using consistent and valid research strategies
- Evidence evaluation results are used for improvement
- Evidence that elements assessed include measures of student achievement and learning
- Evidence for an assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses,

programs, certificates and degrees

- Evidence that results of evaluation are communicated and disseminated
- Evidence that results of evaluation are used for improvement
- Evidence of a process for validating the effectiveness of examinations that assess student learning
- Evidence that placement tests are examined for biases
- Evidence the institution has developed a means for awarding credit based on student learning outcomes
- Evidence that credits awarded are consistent with accepted higher education practices
- Evidence the college uses student achievement of stated learning outcomes in awarding credit for degrees and certificates
- Evidence that a consistent process for examining student learning outcomes is used to analyze courses for inclusion as general education
- Evidence that the rationale for general education is communicated to students, employers, and other constituencies
- Evidence that content and methodology is determined by appropriate discipline faculty
- Evidence the institution has determined standards for the skills in general education
- Evidence students who complete general education programs are proficient in general education skills
- Evidence the program of general education includes student learning outcomes concerning values, ethics, civic responsibility, and diverse perspectives
- Evidence that students who complete vocational and occupational degrees and certificates meet employment competencies, are prepared for certification by external agencies, are prepared for licensure
- Evidence that clear and complete information about degrees and certificates is made available to students in publications and course syllabi
- Evidence that transfer policies are made available to students
- Evidence that transferred courses accepted are comparable to the college's student learning outcomes for courses
- Evidence that articulation agreements exist and are regularly evaluated
- Evidence students are able to complete programs that substantially change or are eliminated
- Evidence students are advised on what they must do to complete the programs above
- Evidence that publications and other representations of the college

are regularly reviewed for clarity and accuracy

- Evidence the institution provides the public with information about student achievement
- Evidence of board-approved and distributed policies on academic freedom and student academic honesty
- Evidence that the policies above are followed
- Evidence of faculty awareness and commitment to fair and objective presentation of knowledge
- Evidence that a college's declaration of specific world views or codes of conduct policies are clear in publications provided in advance of enrollment or employment
- Evidence that DE/CE offerings align with the institution's mission
- Evidence that the quality of all DE/CE programs is consistently assessed to determine that it meets a high standard
- Evidence of the annual growth in headcount enrollment into DE/CE programs*
- Evidence of analytical reviews demonstrating that instructional programs are relevant to the interest, needs, and goals of the students served in DE/CE courses and programs offered by the institution
- Evidence that students are achieving stated learning outcomes developed for the DE/CE programs
- Evidence of assessment of student achievement data for students enrolled in DE/CE programs
- Evidence of institution-set standards for student achievement and student learning
- Evidence that the institution considers how instruction is delivered and how it assesses that delivery of DE/CE programs is both appropriate and current
- Evidence that data has been analyzed for DE/CE and face-to-face students in order to compare student achievement and attainment of expected learning outcomes?
- Evidence of review of assessment results from DE/CE programs and utilization for improvement of student learning and student achievement
- Evidence of procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate DE/CE courses and programs. Evidence of the role played by advisory committees and faculty with expertise in DE/CE
- Evidence of the role played by advisory committees and faculty with

expertise in DE/CE

- Evidence that DE/CE programs are appropriately sequenced to provide the bases for subsequent courses
- Evidence that DE/CE courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities
- Evidence that diverse methods of instruction are used that address student needs, and learning styles are appropriate for DE/CE
- Evidence of regular, systematic evaluation and review of DE/CE courses and programs
- Evidence that evaluation results are used for improvement
- Evidence that the rationale for offering general education in DE mode is communicated to students, employers, and other constituencies

B. Library and Learning Support Services

- Evidence that includes the evaluation instruments, their analysis, conclusions and plans for improvement of the library and learning support services (LSS), evidence that improvements are planned and implemented
- Evidence that demonstrates quantity, quality, depth and variety:
- Description of quantity: Number of volumes, number of periodicals, description of number and kinds of technological resources or equipment, including computers, microfiche machines, video equipment, audio tapes, CD ROM's and other data source, number of student stations available in library and learning resource center (LRC)
- Evidence that demonstrates ongoing instruction:
- List of courses, workshops and other training held each academic year and the attendance
- Course or workshop outlines, materials used in training, including identified learning outcomes
- Evidence the library evaluates the effectiveness of student learning during courses, workshops on information competency and use of the library and LSS
- Evidence that data links purchases to educational programs and SLOs defined by educational programs and by assessments of student learning
- A description of library acquisition plans related to educational plans
- Data and analyses of the institutional evaluations of library holdings by faculty (or disciplines or programs), students, and any external reviewers

- Other analyses showing relationship between library use and student learning
- Evidence that includes a description of hours of operation or access, description of remote access to library and LRC holdings, capacity of the remote means of delivery, any contingencies on turnaround time, limits to access relative to on campus students
- Evidence that holdings are related to educational programs and that all educational program needs have adequate materials in the library
- Evidence there is access to library and LSS for remote students/staff and institutional policies on remote access, including personnel policies that describe access provided to educational staff
- Description of remote access practice that is computer based, circulation of volumes, etc., for each remote site or population
- Description of use of library and LSS by remote users - students, faculty
- Evidence that includes institutional maintenance schedules, capital improvement plans, a description of security provisions for library holdings, and any institutional self-assessments of adequacy
- Institutional plans for improvement of library and LSS
- Evidence that includes the formal agreements or contracts themselves, and evidence therein of the accredited institution's expectations for services
- Description of the contracted/collaborated services quantity, quality, depth and currency, as in a, b, c and d, above
- Results of evaluation of the contracted/collaborated library and LSS
- Provisions of the contract that provide for accredited institution's control of quality or ability to influence quality of contracted/collaborated service
- Evidence the institution complies with the Commission's "Policy on Contractual Relationships with Non-Regionally Accredited Organizations"
- Evidence that the library and other student learning support services (LSS) promote DE/CE courses/programs and take into the account the needs of students
- Evidence that the library and LSS provide support in a timely manner
- Evidence that evaluations of library resources include and address the needs of students with remote access to the library and LSS
- Evidence that the library and LSS enhance achievement for students studying in DE/CE mode
- Evidence that the college provides appropriate instructions for the use of the library and LSS to students enrolled in DE/CE courses
- Evidence that there is access to library and LSS for remote

students/staff, and there are institutional policies on remote access, including personnel policies that describe access provided to educational staff

- Description of remote access practice, i.e., computer based, circulation of volumes, etc., for each remote site or population
- Evidence of the effectiveness of the remote access to LSS
- Description of use of library and LSS by remote users – students and faculty

C. Student Support Services

- Evidence the institution systematically evaluates its student support services in light of its stated mission
- Evidence student support services support learning
- Evidence that the catalog contains items specified in Standards
- Evidence the institution assesses student needs for services and provides for them
- Evidence the institution assesses student needs for services regardless of location or mode of instructional delivery and provides them
- Evidence activities encouraging personal development are made available to students
- Evidence the institution develops, implements, and evaluates counseling and/or academic advising
- Evidence that evaluation of counseling and/or academic advising includes how it enhances student development and success, including online students and students at off-campus locations
- Evidence that those responsible for counseling/advising are appropriately trained
- Evidence the institution develops, implements, and evaluates the effectiveness of services that enhance student understanding and appreciation of diversity
- Evidence admissions practices and placement instruments are regularly evaluated
- Evidence placement instruments are valid and minimize bias
- Evidence that student records are kept confidential and secure
- Evidence for how student records are released
- Evidence that review of student service programs is regularly conducted and results are used for improvement
- Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes

- Evidence that student support services promote successful learning in DE/CE courses/programs
- Evidence that the catalog containing the specified items and other policies are made available to DE/CE students in an appropriate format
- Description of the services provided that are developed to address the needs of students with remote access to the institution
- Data on use of support services by remote users, students as well as faculty
- Evidence that the institution assesses DE/CE student needs for services and effectively provides them
- Evidence of how the college considers and ensures that equitable access includes its students enrolled in DE/CE courses/programs
- Evidence that the means used to ensure equitable access are regularly evaluated and that they are effective
- Evidence that activities encouraging personal development are appropriately made available to students with remote access to the institution
- Evidence that the institution develops, implements, and evaluates counseling and/or academic advising that takes into account the needs of students enrolled in DE/CE programs