

## Standard II - Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

### A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

#### Evidence

The quality of all programs is consistently determined to meet a high standard.

#### Sources of Information/Data

Source	Location
Curriculum Handbook	
Program Review Process	
Shared Governance Document Curriculum Committee	
Student Survey Satisfaction with instruction	

- 1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.<sup>1</sup>**

*Evidence*

All instructional offerings are in keeping with the institution’s mission regardless of where and how they are taught.

*Sources of Information/Data*

Source	Location

- a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

*Evidence*

Analytical reviews demonstrating that instructional programs are relevant to the interest, needs, goals, and aspirations of the students served by the institution.

*Sources of Information/Data*

Source	Location
Program Review Report Guidelines	
Student Data Profile	
Vocational advisory committees & Labor Market Information data	

- b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

*Evidence*

How instruction is delivered and how it assesses that delivery is both appropriate and current.

*Sources of Information/Data*

Source	Location
Curriculum Handbook	Curriculum Committee Website

- c. **The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

*Evidence*

- Students are achieving stated learning outcomes.
- Development of student learning outcomes and strategies for attaining those outcomes at the course, program, certificate and degree level.
- Assessment of student learning and program outcomes.
- Review of assessment results and utilization for improvement of student learning.

*Sources of Information/Data*

Source	Location
Course Outline Form	
Program Review Report Guidelines	
Curriculum Handbook	
Course Outlines	

2. **The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

*Evidence*

Process exists for determining the quality of all courses and programs.

*Sources of Information/Data*

Source	Location
Program Review Process	
Curriculum Handbook 5-year review requirement	

- a. **The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

Evidence

Established procedures are used to develop courses and programs and that faculty play a major role in this endeavor.

Sources of Information/Data

Source	Location
Curriculum Handbook	
Program Review Process	

- b. **The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

Evidence

- A faculty-driven assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, certificates, programs, and degrees.
- Systematic evaluation and review of student progress toward achieving learning outcomes take place.
- The role played by advisory committees.
- Instructional offerings are in appropriate areas of academic study given the institution’s mission.

Sources of Information/Data

Source	Location
Program Review Process	
Mission Statement	
Shared Governance Document	
Vocational Programs	

**c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

Evidence

- Programs are appropriately sequenced to provide the bases for subsequent courses.
- Courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities.

Sources of Information/Data

Source	Location
Curriculum Handbook	
General Education Philosophy	

**d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

Evidence

- The institution concerns itself with pedagogy that addresses student needs and learning styles.
- Diverse methods of instruction are used and that students are exposed to a variety of points of view.

Sources of Information/Data

Source	Location
Curriculum Handbook	

**e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

Evidence

- Regular, systematic evaluation and review of instructional courses and programs, using consistent and valid research strategies.
- Evaluation results are used for improvement.
- Elements assessed include measures of student learning.

Sources of Information/Data

Source	Location
Program Review Process	
Curriculum Handbook	

- f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

Evidence

- An assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, certificates, programs, and degrees.
- Results of evaluation are disseminated.
- Evaluation results are used for improvement.

Sources of Information/Data

Source	Location
Curriculum Handbook 5-year Review	
Program Review Process	

- g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

Evidence

- Process for validating the effectiveness of examinations in assessing student learning.
- Placement tests are examined for biases.

Sources of Information/Data

Source	Location
Matriculation Office	
Assessment Plan	

- h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

Evidence

- Institution has developed a means for awarding credit based on student learning outcomes.
- Credits awarded are consistent with accepted higher education practices.

Sources of Information/Data

Source	Location
Course Outline Form	
Curriculum Handbook	

**i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

Evidence

College uses student achievement of stated learning outcomes in awarding credit for degrees and certificates.

Sources of Information/Data

<b>Source</b>	<b>Location</b>
Curriculum Handbook	
Program Level Outcomes	
Program Review Report Guidelines	
Major Requirements	

3. **The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

Evidence

- A consistent process for examining student learning outcomes is used to analyze courses for inclusion as general education.
- Rationale for general education is communicated to students, employers, and other constituencies.
- Content and methodology is determined by appropriate discipline faculty.

**General education has comprehensive learning outcomes for the students who complete it, including the following:**

- a. **An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

Evidence

The institution has determined standards for the skills in general education.

- b. **A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

Evidence

Students who complete general education programs are proficient these skills.

- c. **A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

Evidence

Program of general education includes student learning outcomes concerning values, ethics, civic responsibility, and diverse perspectives.

Sources of Information/Data

Source	Location
General Education Philosophy	
Curriculum Handbook Criteria for GE Courses	



4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

*Sources of Information/Data*

Source	Location
Program & Course Approval Handbook	

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

*Sources of Information/Data*

Source	Location
Dental Hygiene Coordinator Licensure Exam Results	
Auto Tech Coordinator	
Engineering Tech Coordinator	
ADC Coordinator	
Vocational Majors	Catalog

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

*Evidence*

Clear and complete information about degrees and certificates is made available to students in publications and course syllabi.

*Sources of Information/Data*

Source	Location
Programs, Degrees & Transfer Information	
Announcement of Courses	
Student Learning Outcomes	
Faculty Handbook	

- a. **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.**

Evidence

- Transfer policies are made available to students.
- Transferred courses accepted are comparable to the college’s student learning outcomes for courses.
- Articulation agreements exist and are regularly evaluated.

Sources of Information/Data

Source	Location
Transfer Preparation	Catalog
Articulation Officer	
Registrar	

- b. **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.**

Evidence

- Students are able to complete programs that undergo change or are eliminated.
- Students are advised on what they must do to complete such programs.

Sources of Information/Data

Source	Location
Counseling Chair	

- c. **The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

*Evidence*

- Publications and other representations of the college are regularly reviewed for clarity and accuracy.
- Institutional policies are regularly reviewed to ensure integrity.
- Institution provides the public with information about student achievement.

*Sources of Information/Data*

Source	Location
Catalog	
Schedule of Classes	
Production Calendars for Catalog & Schedule	

7. **In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.**

*Evidence*

- Board-approved and distributed policies on academic freedom and student academic honesty exist and are followed.

*Sources of Information/Data*

Source	Location
Board Policy	
Faculty Handbook	
Student Conduct Code	

- a. **Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

*Evidence*

Faculty awareness and commitment to fair and objective presentation of knowledge.

*Sources of Information/Data*

<b>Source</b>	<b>Location</b>
Faculty Code of Ethics	
Professional Conduct	
Teaching Controversial Subjects	

8. **Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

*Not Applicable*

## B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

### Evidence

- Systematically evaluates its student support services in light of its stated mission.
- Student support services support learning.

### Sources of Information/Data

Source	Location
Student Survey Use of services Barriers to education	Office of Institutional Research

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

### Sources of Information/Data

Source	Location
Dean of Economic Development	
Dean of Student Services	
Schedule of Classes	

**2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

- a. General Information
  - Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
  - Educational Mission
  - Course, Program, and Degree Offerings
  - Academic Calendar and Program Length
  - Academic Freedom Statement
  - Available Student Financial Aid
  - Available Learning Resources
  - Names and Degrees of Administrators and Faculty
  - Names of Governing Board Members
- b. Requirements
  - Admissions
  - Student Fees and Other Financial Obligations
  - Degree, Certificates, Graduation and Transfer
- c. Major Policies Affecting Students
  - Academic Regulations, including Academic Honesty
  - Nondiscrimination
  - Acceptance of Transfer Credits
  - Grievance and Complaint Procedures
  - Sexual Harassment
  - Refund of Fees
- d. Locations or publications where other policies may be found

Evidence

Catalog contains items specified in Standards IIB.2.a, IIB.2.b, IIB.2.c, and IIB.2.d.

Sources of Information/Data

Source	Location
Catalog	N/A

**3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

*Evidence*

Assessment of student needs for services and provides for them.

*Sources of Information/Data*

Source	Location
Matriculation Office Placement Tests	
Student Survey Barriers	Office of Institutional Research

**a. 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.**

*Sources of Information/Data*

Source	Location
Student Survey Use of Services Comments	Office of Institutional Research
Dean of Economic Development	
Dean of Student Services	

**b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

*Evidence*

Activities encouraging personal development are made available to students.

*Sources of Information/Data*

Source	Location
Student Activities (ASG) Advisor	
EOPS/CARE Coordinator	
PUENTE Coordinator	
Student Survey Opportunity for campus involvement Comments	Office of Institutional Research

- c. **The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

Evidence

- Develops, implements, and evaluates counseling and/or academic advising.
- Evaluation of counseling and/or academic advising includes how it enhances student development and success.
- Those responsible for counseling/advising are trained.

Sources of Information/Data

Source	Location
Program Review	
Student Survey Counseling questions Comments	Office of Institutional Research

- d. **The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

Evidence

Develops, implements, and evaluates the effectiveness of services in enhancing student understanding and appreciation of diversity.

Sources of Information/Data

Source	Location
Student Survey Campus climate Experienced/observed discrimination	Office of Institutional Research
AA/AS Ethical Studies Graduation Requirements (Area F)	Catalog
GE Policy Multicultural Appreciation	Catalog

- e. **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Evidence

- Admissions practices and placement instruments are regularly evaluated.
- Placement instruments are valid and minimize bias.

Sources of Information/Data

Source	Location
Matriculation Coordinator	



- f. 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.**

Evidence

- Student records are kept confidential and secure.
- Established Procedures for how student records are released.

Sources of Information/Data

Source	Location
Registrar	
Board Policy	

- 4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence

- Review of student service programs is regularly conducted and that the results are used for improvement.
- Analysis of review of student service programs includes verification that services contribute to student learning outcomes.

Sources of Information/Data

Source	Location
Program Review	
Program Review Process	
Student Survey	Office of Institutional Research

**C. Library and Learning Support Services**

**Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

- 1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

*Sources of Information/Data*

Source	Location
Library/LRC Staff	

- a. 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 of the institution.**

*Evidence*

- Library collection shows 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’s and other data source, number of “seats” available in Library and LRC).
- Data linking purchases to educational programs and SLOs defined by educational programs and by assessments of student learning.
- 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.

*Sources of Information/Data*

Source	Location
Library/LRC Staff	
Library/LRC Report to Curriculum Committee	

**b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

Evidence

- List of courses, workshops and other training held each academic year and attendance.
- Course or workshop outlines, materials used in training, including identified learning outcomes.

Sources of Information/Data

Source	Location
Library/LRC Staff	

**c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

Evidence

- Description of hours of operation or access, description of remote access to Library and Learning Support Services (LSS) holdings, capacity of the remote means of delivery, any contingencies on turnaround time, limits to access relative to on-campus students.
- Holdings are related to educational programs and that all educational program needs have adequate materials in the library.
- Access to Library and LSS for remote students/staff.
- Institutional policies on remote access, including personnel policies that describe access provided to educational staff.
- Description of remote access practice – computer based, circulation of volumes, etc. for each remote site or population.
- Description of use of Library and LSS by remote users – students, faculty.

Sources of Information/Data

Source	Location
Library/LRC Staff	
Library/LRC Website	

**d. The institution provides effective maintenance and security for its library and other learning support services.**

Evidence

- Includes institutional maintenance schedules, capital improvement plans.
- Description of security provisions for library holdings. Any institutional self-assessments of adequacy of the same.

Sources of Information/Data

Source	Location
Library/LRC Staff	

- e. **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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

Evidence

- 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.

Sources of Information/Data

Source	Location
Library/LRC Staff	

2. **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence

- Library evaluates the effectiveness of student learning during courses, workshops on information competency and use of the Library and LSS.
- Institutional plans for improvement of Library and LSS.

Sources of Information/Data

Source	Location
Program Review	
Student Survey Satisfaction with library, tutoring, learning center, math center, etc. Comments	Office of Institutional Research