Standard II: Student Learning Programs & Services
TEMPLATE

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.

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PLANNING AGENDA
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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.[1]**

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    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.

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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.**

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SELF-EVALUATION
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PLANNING AGENDA
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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.**

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PLANNING AGENDA
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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.

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SELF-EVALUATION
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PLANNING AGENDA
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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.**

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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.**

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

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

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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.**

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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.**

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

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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.**

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

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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.**

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PLANNING AGENDA
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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.**

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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.**

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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.**

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

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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.**

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PLANNING AGENDA
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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.**

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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.**

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SELF-EVALUATION
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PLANNING AGENDA
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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.

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PLANNING AGENDA
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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.**

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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.**

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

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   PLANNING AGENDA
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b. **The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

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c. **The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

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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.

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SELF-EVALUATION
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PLANNING AGENDA
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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.**

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   SELF-EVALUATION
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   PLANNING AGENDA
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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**

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SELF-EVALUATION
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PLANNING AGENDA
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b. **Requirements**
   - **Admissions**
   - **Student Fees and Other Financial Obligations**
   - **Degree, Certificates, Graduation and Transfer**

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SELF-EVALUATION
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PLANNING AGENDA
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c. **Major Policies Affecting Students**
   - **Academic Regulations, including Academic Honesty**
   - **Nondiscrimination**
   - **Acceptance of Transfer Credits**
   - **Grievance and Complaint Procedures**
   - **Sexual Harassment**
   - **Refund of Fees**

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d. **Locations or publications where other policies may be found**

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

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SELF-EVALUATION
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PLANNING AGENDA
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  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.**

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  PLANNING AGENDA
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  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.**
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  SELF-EVALUATION
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PLANNING AGENDA
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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.**

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

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

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PLANNING AGENDA
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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.

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PLANNING AGENDA
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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.**

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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.

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SELF-EVALUATION
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PLANNING AGENDA
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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.**

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   SELF-EVALUATION
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   PLANNING AGENDA
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   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.**

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SELF-EVALUATION
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PLANNING AGENDA
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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.**

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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.**

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

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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.

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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.

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