Instructional Planning Council
AGENDA

PALOMAR COLLEGE
Learning for Success

MEETING TYPE:	X	Staff	**Date:**	April 24, 2019
		Product/Project	**Start Time:**	2:30 p.m.
		Special	**End Time:**	4:00 p.m.
			Location:	AA-140

Chair: Dr. Jack S. Kahn

Members: Richard Albistegui-Dubois, Michelle Barton, Mark Bealo, Glyn Bongolan, Sarah DeSimone, Kelly Falcone, Katy Farrell, Jenny Fererro, Marlene Forney, Margie Fritch, Juan Gonzalez, Cheryl Kearse, Barb Kelber, Pearl Ly, Susan Miller, Jim Odom, Seth San Juan, Suzanne Sebring, Shayla Sivert, Justin Smiley, Angela Smith, and Susan Snow.

Recorder: Michelle LaVigueur

	Agenda Item	Outcome
I.	Announcements a. IPC Timeline reminders	Information
II.	Comments from Constituencies	Information
III.	Approve minutes – April 10, 2019	Action
IV.	Program Review this spring – update and process (II.A.2) a. Reviewing PRP's – Dean Smiley	Information
V.	CVC OEI Finish Faster	Information
VI.	SPPF IPC Funds update – FY 2018-19 in the amount of $41,884 (0811909)	Information
VII.	Faculty Hiring update (III.A.2)	Information
VIII.	Health and Health Lab AA Requirement – Dr. Kelly Falcone	Discussion
IX.	Perkins (Tentative allocation)/Strong Workforce updates – Dean Fritch	Information
X.	Accreditation – Instructional Programs II.A and Library & Learning II.B - Attachment D - https://tinyurl.com/PalomarAccreditationApp	Discussion
XI.	CCSSE Faculty Results – Michelle Barton	Discussion
XII.	Faculty Position Priority Subcommittee composition – VPI as voting member – Attachment A	Discussion

XIII.	Criteria for Schedule Block deviations:
	a. High Demand Classes as determined by the dean of the division and VPI
	b. Cohorted programs
	c. External criteria which <u>require</u> alternate timelines
	    i. Industry/educational / partnership specific
	    ii. Seasonal programs (Athletics etc.)
	    iii. Environmental/Safety concerns (Needing daylight etc.)
	    iv. Off-campus programming
	All exceptions under consideration will
	a. Need the approval of the chair, dean and VPI (or VPSS if appropriate)
	b. Need to consider student demand and minimizing overlap with other instructional offerings
		Discussion

XIV.	Integrated Planning	Information
XV.	Waitlists Workgroup Update - Dr. Kelly Falcone & Dr. Barb Kelber	Information
XVI.	<u>Standing Reports</u> A. AB 705 B. Accreditation C. Enrollment D. Guided Pathways (II.C.6) E. LOC & Curriculum F. Student Equity and Achievement program (SEA) G. SPC H. CTEE I. PD J. ROC update	Information

<u>Next Meeting</u>
May 8, 2019 in AA-140

Instructional Planning Council
Minutes

MEETING TYPE:	X	Staff	Date:	April 10, 2019
		Product/Project	Start Time:	2:30 p.m.
		Special	End Time:	4:30 p.m.
			Location:	AA-140

Chair:	Dr. Jack S. Kahn
Members Present:	Richard Albistegui-Dubois, Mark Bealo, Dr. Glyn Bongolan, Kelly Falcone, Katy Farrell, Marlene Forney, Margie Fritch, Juan Gonzalez, Cheryl Kearse, Dr. Barb Kelber, Dr. Pearl Ly, Susan Miller, Jim Odom, Seth San Juan, Suzanne Sebring, Shayla Sivert, Justin Smiley, and Susan Snow.
Members Absent:	Michelle Barton, Sarah DeSimone, Jenny Fererro, and Angela Smith.
Guests:	Jim Fent, Nicole Rose, Nichole Roe, and Richard Loucks.
Recorder:	Michelle LaVigueur

VPI Kahn called the meeting to order at 2:35 p.m.

I. Announcements –
    a. Completions Academy –VPI Kahn announced that the mapping is now complete, and the Completions Academy is being designed to "package" our programs, making completion easier for students. The first Completions Academy meeting will be on May 3. This meeting will be a brainstorming session with faculty. Counselors, students and community members. He gave the example of Child Development and EME, noting they have "packaged" classes together in such a way that students can complete and obtain permits or certificates in just one semester. VPI Kahn added that the college is also in the process of creating an institutional marketing campaign around our academic programs.
    b. IPC Timeline reminders – VPI Kahn thanked everyone who worked on the first round of the PRPs submitted this week and advised that the remaining PRPs are due by April 15.

II. Comments from Constituencies – None.

III. Approve minutes – March 13, 2019
     MSC – (Fritch/Bongolan): The minutes for March 13, 2019 were approved and accepted into the record.

IV. Program Review this spring – update and process (II.A.2 and II.A.16) –Dean Smiley reviewed the PRP process, after the "Submit" button is clicked, noting that the form then goes to the folder titled "PRP Submissions" on the Google drive. He reminded the Council that they will only be reviewing the Comprehensives. He advised that text can be highlighted and a "+" sign will pop up to allow a comment to be entered and the groups will enter comments in this way. After the group review is complete, the documents will be available for departments that need to make updates. VPI Kahn asked that a training video be created to show this process. VPI Kahn explained that once the appropriate Dean has reviewed the PRPs, an email will be sent to groups providing access.

V. One time funds this year – PRP requests – VPI Kahn announced that the annual one time funding requests will not be completed this year because of funding unavailability. He added that if departments have a specific need, they can work with their Deans and the Instruction Office will assist with broken equipment once division funds have been exhausted.

VI. IPC New Programs Subcommittee – VPI Kahn reported that this committee has been created.

VII. New Programs – Attachment B – VPI Kahn reported we that will review the following new programs and moving forward the New Program IPC Subcommittee will be reviewing them.
     a. Noncredit Computer Skills for ESL – Dean Sivert gave an overview of the certificate, noting that this will benefit ESL students who have a desire to improve their computer skills. There was discussion around

similar basic noncredit computer skills classes made available and offered to all students. There was consensus among the Council to move this forward.

b. <u>Social Work and Human Services (SWHS)</u> – Nicole Rose reported that that they would like to deactivate the Psychological & Social Services certificate and create a Social Work & Human Services program. She added that the coursework aligns with CSUSM's master's program and SDSU's bachelor's program. The supporting LMI data was included. There was a suggestion to add Cooperative Education as an elective to give students "real experiences." Nicole stated they are considering it as the clinical component as long as it does not affect articulation. VPI Kahn mentioned that he appreciated the research done in creating this certificate. There was consensus among the Council to move this forward.

c. <u>ESL Speaking Certificate of Completion</u> – Dean Sivert reported these three courses will equip non-native speakers with the English language speaking skills necessary to succeed in other classes and in a career. Currently these three individual courses do not qualify for CDCP (Career Development & College Preparation) funding but by combining them and creating a certificate, funding will apply. There was consensus to move this forward with minor edits.

VIII. <u>Exceptions to Meeting Block</u> – VPI Kahn reported that he, Mark Bealo and Richard Loucks met to come up with specific criteria for exceptions to meeting block patterns. He added that more standard meeting blocks are better for students. There was discussion around start and stop times and space primarily for three and four unit classes that have support classes. It was noted that having set start times for classes at the Centers, especially in Math, English and Reading is beneficial for the students. VPI Kahn closed mentioning that this is just a first step to get us in the mindset of the scheduling with the students' best interest in mind. He added that he will add the off-campus language and bring it back to the next IPC meeting.
The criteria is as follows:

1. <u>High Demand Classes as determined by the Dean of the division and VPI</u>

2. <u>External criteria, which require alternate timelines</u>

    a. <u>Industry/Partnerships specific</u> – There was discussion around noncredit classes that prescribes hours versus units and possibly adding the word "off-campus" to this alternate timeline.
    b. <u>Seasonal programs (Athletics, etc.)</u>
    c. <u>Environmental/Safety concerns (needing daylight, etc.)</u>
    d. <u>Educational Partnerships</u>
    e. <u>Other alternative forms</u> – (mentioned at meeting – will be reviewed by VPI)

3. <u>All exceptions under consideration will:</u>

    f. Need the approval of the Chair, Dean and VPI (or VPSS if appropriate)
    g. Need to consider student demand and minimizing overlap with other instructional offerings

IX. <u>SPPF IPC Funds update – FY 2018-19 in the amount of $41,884 (0811909) – Attachment C</u> – VPI Kahn reported that items were reviewed and only one time costs items are being considered. He added that funds must be spent by June 30. There was consensus to spend $29,000 for Outreach Program Materials/Targeted Marketing (combined effort). VPI Kahn mentioned that he will reach out to Intesa to see if these funds can be used with their efforts. There was consensus to use PD funds for AB705 training for faculty ($10,000). There was discussion around funding Faronics, a $12,000 software update for instructional departments using PCs (not Mac), with an annual $2,000 maintenance fee each year. It was noted that departments can no longer use this program because the College's current operating systems has exceeded the updates. There was also discussion around similar technology in classrooms and that training is needed. VPI Kahn advised that he will speak to Connie Moise regarding both concerns and report back to IPC regarding the remaining $12,000 funding.

X. <u>Accreditation – Instructional Programs II.A and Library & Learning II.B - Attachment D</u> – Tabled.
https://tinyurl.com/PalomarAccreditationApp

XI. <u>Guided Pathways – Scales of Adoption (II.A.6)</u> – VPI Kahn reported that Guided Pathways - Year Two Plan has a draft due at the end of April and the final version is due in September. He added that there will be two events in May for faculty to discuss the plan. VPI Kahn mentioned that he will report out any feedback received to SPC in their summer meeting before it is submitted to the Chancellor's Office.

XII.   "Innovative" Scheduling relief data (II.A.6) – VPI Kahn mentioned at a previous IPC meeting that he asked departments to look at innovative ideas such as offering 4 week classes during the semester. During that initial meeting, there were concerns around departments using their current FTEF allocation and if the class canceled, it would be canceled ongoing. VPI Kahn mentioned that this was a legitimate concern. He asked faculty to discuss it with their Deans and mention if they are willing to try it for one year without the risk of losing the class (if enrollment is in the low teens). VPI encouraged Deans and faculty to work together to make this reasonable.

XIII.   Dean of Instruction – VPI Kahn reported that in large single college district such as ours, there is often an Associate Vice President or a Dean of Instructional Services. He added that in order to continue to build partnerships, fix current broken processes and to make new connections, additional support is needed. He mention that we have five academic deans, which is very low for a college our size. He noted that they are involved in many institutional tasks that have little to nothing to do with academics and his hope is to have additional support to allow them to focus on supporting their academic programs. He mentioned that a Dean of Instruction would help balance this out. There was a suggestion to work with Student Services in this venture.

XIV.   BA Degree at Palomar College – Tabled.

XV.   Middle College concept (II.A.6) – Tabled.

XVI.   Certificate and Degree Review (II.A.1) – Richard Loucks – Tabled.

XVII. Community College Survey of Student Engagement (CCSSE) Faculty Survey Results – Michelle Barton – Tabled.

XVIII. Standing Reports – – Tabled.
   a.   AB 705 – Dean Sivert
   b.   Accreditation –
   c.   Enrollment –
   d.   Guided Pathways (II.C.6)
   e.   LOC & Curriculum
   f.   Student Equity and Achievement program (SEA) –
   g.   SPC –
   h.   CTEE –
   i   PD –
   j.   ROC update –

The meeting adjourned at 4:35 p.m.

Next Meeting
April 24, 2019

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)**

   POSSIBLE SOURCES OF EVIDENCE*:

   − The college catalog—program descriptions show that programs align to the mission, are appropriate to higher education, and culminate in student attainment of learning outcomes and achievement of degrees, certificates, employment, and/or transfer;

   − Program brochures and web pages that describe the same;

   − And/or other documents that demonstrate the institution is aligned with this Standard

   − (Data on student degree/certificate completion, transfer, and job placement are already included in the ISER section on Student Achievement and do not need to be repeated here as evidence that programs culminate in achievement of degrees, etc.)

   REVIEW CRITERIA:

   • All course and program offerings, whether traditional or distance education and/or correspondence education (DE/CE), align with the stated mission of the institution.

   • Course and program offerings are appropriate for post-secondary education.

   • Program descriptions include expected student learning outcomes and list the degrees and certificates that can be earned.

   • The institution can supply data that students actually achieve degrees and certificates.

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* *Possible sources of evidence* will vary from college to college according to the diversity of missions, college culture, and college operations in the region. The list above is not intended as a checklist, but only as examples of typical documents that may exist at an institution.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

- The baccalaureate degree field of study aligns with the institutional mission.

- Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission.

2. **Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

POSSIBLE SOURCES OF EVIDENCE*:

- Documentation of the process for curriculum development, review, and approval— the workflow and persons responsible—for courses and for programs;

- Approved course outlines of record that contain course descriptions, expected course learning outcomes, and course content at appropriate educational levels (pre-collegiate, lower division, or upper division);

- Documentation of a rigorous review process for DE courses to ensure they meet expectations for effective DE teaching methods and regular and substantive interactions;

- Documentation of a regular program review process, with timelines, workflow, and persons responsible;

- Completed program review reports, with analysis of student learning assessment results and analysis of student achievement data, leading to improvement plans, and requests for resource allocations if needed;

- Minutes from departmental, divisional, or other meetings where program reviews, program data, and improvement plans are discussed;

- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- Faculty are involved in curriculum development for courses and programs.

- Faculty ensure that course content and methods of instruction meet generally accepted academic and professional standards of higher education.

- Faculty evaluate and discuss the relationship between teaching methodologies and student performance on a regular basis.

- Criteria used in program review include relevancy, appropriateness, achievement of learning outcomes, currency, and planning for the future.

- The program review process is consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.) and mode of delivery.

- Program review includes analysis of student achievement data (course completions and degree/certificate completions) and student learning data (SLO assessment results).

- The results of program review are used in institutional planning.

- Successive program reviews document improvements that have resulted from plans or goals developed in prior program reviews.

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[1].**

POSSIBLE SOURCES OF EVIDENCE*:

− Approved course outlines of record, which contain student learning outcomes and perhaps suggested assessment methods in broad terms;

− Documentation of a regular cycle of learning outcomes assessment for courses and programs—with workflow, timelines, and persons responsible;

− Program review reports that contain assessment results/data and analysis;

− Sample assessment instruments and results from courses or programs;

− Written instructions or a template that guides faculty to include student learning outcomes among the course information on a syllabus;

− Syllabi from courses in a broad range of programs and disciplines, all containing SLOs that match the SLOs in the approved course outlines of record;

− Documentation of a regular process for review of syllabi—with timelines and persons responsible—to ensure syllabi contain accurate course information, including course SLOs;

− And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The institution has established a procedure for identifying student learning outcomes for courses, programs, certificates, and degrees.

- Student learning outcomes are in place for the institution's courses, programs, certificates and degrees.

- All faculty regularly assess learning outcomes in courses and programs.

- Current, officially approved course outlines include student learning outcomes.

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[1] In preparation for the peer review visit, the institution should identify a random sampling of 5% of active courses for review. Peer reviewers on the visiting team will review officially approved course outlines of record (CORs) and syllabi for these courses to ensure they contain student learning outcomes (SLOs) and to ensure that the SLOs in the syllabi match the SLOs in the CORs.

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- All syllabi include student learning outcomes as listed on the officially approved course outlines.

- Learning outcomes for courses and programs offered as DE/CE match the learning outcomes for the same courses and programs when taught in traditional mode.

- Institutions have structures in place to verify all students receive a course syllabus.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

- Learning outcomes for baccalaureate courses, programs, and degrees are identified and assessed consistent with institutional processes.

4. **If the institution offers pre-collegiate level[2] curriculum, it distinguishes that curriculum from college level[3] curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

POSSIBLE SOURCES OF EVIDENCE*:

− The college catalog;

− Documents that record course sequences from pre-collegiate to college-level;

− Pre-collegiate prerequisite courses noted in catalog descriptions of college-level courses;

− College-level course outlines of record that identify necessary prerequisite skills or knowledge, and pre-collegiate course outlines of record that contain the requisite skills as outcomes;

− And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- Criteria and processes have been developed and are used for decision-making in regards to offering developmental, pre-collegiate, continuing and community education, short-term training, or contract education.

- The college has a process and criteria for determining the appropriate credit type, delivery mode, and location of its courses and programs.

- There is alignment between pre-collegiate level curriculum and college level curriculum in order to ensure clear and efficient pathways for students.

- Catalog information for courses clearly delineates whether a course is pre-collegiate or college-level. Course sequencing from pre-collegiate to college-level is clearly described. Course numbering protocols indicate the level of courses.

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[2] Glossary – *Pre-Collegiate Level*: Curriculum and courses offered by the college, either credit or noncredit, that the college defines as below the level of curriculum that satisfies requirements for either degrees or transfer. Pre-collegiate curriculum usually refers to courses which may prepare a student to successfully complete degrees or transfer. Pre-collegiate curriculum may also refer to courses which provide technical preparation for individuals to attain entry level work without completing studies which would qualify for either a certificate that is part of a degree, a degree or transfer.
[3] Glossary – *College Level*: Curriculum and courses offered by the college which are degree applicable and meet college graduation requirements, including courses in certificate programs that qualify toward an associate degree and above.

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)**

POSSIBLE SOURCES OF EVIDENCE*:

− Catalog pages that accurately and clearly describe the number of credits required for degrees and certificates;

− Course and/or program development, review, and approval procedure that contains criteria used by faculty and others for determining appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning;

− Policy on the minimum number of credits required for a degree or certificate;

− And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The institution demonstrates the quality of its instruction by following practices common to American higher education and has policies and procedures in place to define these practices.

- The college follows established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers.

- All associate degrees at the college require successful completion of a minimum of 60 semester credits.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

- A minimum of 40 semester credits or equivalent or total upper division coursework, including the major and general education, is required. The minimum total number of semester credits required is 120.

- The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses.

- The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level.

- Student expectations, including learning outcomes, assignments, and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.

- The program length and delivery mode of instruction are appropriate for the expected level of rigor.

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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.[4] (ER 9)**

   POSSIBLE SOURCES OF EVIDENCE*:

   − Enrollment management plans that take into consideration time to completion and program pathways;

   − Student achievement data reports that evaluate the effectiveness of enrollment management and pathways plans;

   − And/or other documents that demonstrate the institution is aligned with this Standard.

   REVIEW CRITERIA:

   • The institution schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time.

   • The institution uses data to evaluate the degree to which scheduling facilitates completion for their diverse students' needs.

   • The institution reflects on time-to-completion data in program review and institutional evaluation, and devises plans to improve completion rates.

   FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

   • Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time.

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.**

   POSSIBLE SOURCES OF EVIDENCE*:

   − Institutional reports on diverse and changing needs of students and resulting plans for developing or improving delivery modes, teaching methodologies, and learning support services;

   − Policy and/or procedure for DE/CE course and/or program approval;

   − Minutes from committee meeting when DE/CE approval procedure is followed.

   − Course outlines of record and syllabi from courses that are taught both in traditional mode and in DE/CE mode;

   − Examples of DE/CE course materials, assignments, activities, and assessments;

   − Institutional evaluation or program review of DE/CE and related learning support services;

   − Program reviews that disaggregate student learning assessment data and student achievement data by mode of delivery. When achievement gaps are noted between

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[4] Glossary – *Established expectations in higher education* (also, appropriate for, accepted in, common to, accepted norms in, etc): Shared and time honored principles, values and practices within the American community of higher education.

delivery modes, program reviews include plans to improve teaching methodologies and/or learning support services in support of *equity* in success;

− And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The institution demonstrates it understands and is meeting the needs and learning styles of its students, by identifying students by subpopulations.

- The institution has established protocols to determine the appropriate delivery modes for its diverse student populations.

- The institution has established and follows a policy and/or procedure for approving courses and programs for DE/CE. The procedure ensures that DE/CE courses and programs comply with federal definitions of distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) and correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing exams, and interaction with the instructor is initiated by the student as needed).

- The college regularly evaluates the effectiveness of its delivery modes and uses results to guide improvements.

- The college regularly assesses the changing needs of its students and uses the results of such assessments to plan or improve delivery modes, teaching methodologies, and learning support services.

- The college provides equitable learning support services for DE/CE students and traditional on-campus students.

8. **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.**

POSSIBLE SOURCES OF EVIDENCE*:

− Documented procedures for department-wide course or program assessments and for evaluating students' prior learning;

− In-house or external reports with data analysis that verifies that department-wide assessments are free of bias;

− Documentation of the existence of an IRB at the institution, one of whose tasks is to verify that department-wide assessments are free of bias;

− If the college uses third-party assessments, it can provide verification from the vendor that the assessments are free of bias;

− And/or other documents that demonstrate the institution is aligned with this Standard.

- Programs and departments have clear structures in place to determine pre-requisite criteria and to ensure their consistent application.

- If appropriate, programs and departments have protocols to evaluate students' prior learning.

- The institution has established protocols to ensure the use of unbiased, valid measures of student learning.

9. **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)**

POSSIBLE SOURCES OF EVIDENCE*:

− Faculty documents that show which course-level assessments/assignments link to which student learning outcomes. Documentation may be noted on syllabi, in gradebooks, or on other documents;

− When appropriate, course outlines of record that connect course level SLOs to program level SLOs;

− A policy or other document that explains the meanings of grades;

− A policy and/or procedures that assure award of credit for educational experiences is based on achievement of stated student learning outcomes;

− Course outlines that state a minimum of hours of work per unit of credit awarded;

− A policy or other document that verifies the institution follows Federal standards for clock-to-credit-hour conversions;

− And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The institution can demonstrate that at the course level, passing grades on assignments or exams link directly to students' demonstration of achieving learning outcomes.

- The institution can demonstrate that course credit is awarded based on students' demonstration of achieving learning outcomes.

- The institution awards credits consistent with accepted norms in higher education.

- The achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates.

- The institution demonstrates that it follows federal standards for clock-to-credit-hour conversions in the awarding of credit.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

- Baccalaureate degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted

norms and equivalencies in higher education, especially in relation to upper division courses.

10. 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)

POSSIBLE SOURCES OF EVIDENCE*:

− A policy on Transfer of Credit;

− Documented procedures for review of transcripts, including persons responsible (by position);

− Catalog pages that describe transfer of credit;

− Other documents, such as a Student Handbook, that describe transfer of credit;

− Catalog pages and other documents that describe transfer services available to students;

− Articulation agreements or transfer agreements with other institutions;

− And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

• The institution has approved policies and procedures to address the transfer of classes from and to other institutions, and these policies and procedures are clearly communicated to students.

• Transfer of coursework policies and procedures are regularly reviewed.

• The institution has developed, implemented, and evaluated articulation agreements with institutions where patterns of students enrollment have been identified.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

• Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

11. 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.

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POSSIBLE SOURCES OF EVIDENCE*:

− A policy or other document that identifies the above as institutional learning outcomes, or that includes the above within general education (GE) outcomes;

− Course outlines of record that include related institutional or GE learning outcomes among course level learning outcomes;

− Program or degree information in the college catalog or other documents that include learning outcomes related to the above;

− Program reviews or other assessment reports that document student achievement of the above learning outcomes;

− Institutional evaluation or planning documents that report and/or broadly analyze student achievement of the above learning outcomes;

− Educational planning documents or templates (commonly used by academic advisers) that include all required courses for a degree, including courses that satisfy institutional (or GE) learning outcomes;

− A transcript evaluation process for graduation applicants that assures student achievement of the above learning outcomes;

− And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

• The institution has adopted programmatic learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

• These learning outcomes are regularly assessed and results are used to drive program improvements.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

• Student learning outcomes in the baccalaureate program are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.

12. **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)**

POSSIBLE SOURCES OF EVIDENCE*:

− A policy or other document that states the institution's general education (GE) philosophy;

- Catalog pages that outline GE requirements for graduation, including GE requirements for the baccalaureate if the institution offers a BA, BS, or Bachelor of Applied Science;

- A Curriculum Handbook or other procedural document that outlines an approval process, including persons responsible, for accepting courses as satisfying GE requirements;

- Course outlines of record for GE approved courses that include relevant GE learning outcomes;

- Educational planning documents or templates (commonly used by academic advisers) that include all required courses for a degree;

- A transcript evaluation process for graduation applicants that ensures completion of GE requirements;

- Program reviews or other assessment reports that analyze and evaluate student achievement of GE learning outcomes;

- Institutional evaluation or planning documents that report and/or broadly analyze student achievement of GE learning outcomes;

- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The institution has a faculty developed rationale for general education that serves as the basis for inclusion of courses in general education and is listed in the catalog.

- The institution has a general education philosophy, which reflects its degree requirements.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

- At least 36 semester units or equivalent of lower division general education is required, including at least nine semester units or equivalent of upper division general education coursework.

- At least nine semester units or equivalent of upper division general education coursework is required.

- The general education requirements are integrated and distributed to both lower and upper division courses.

- The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.[5] The identification of specialized courses in an

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[5] Glossary – *Interdisciplinary Core*: A set of courses required of all students for completion of an interdisciplinary major or degree. The courses are identified on the basis of the skills, knowledge, and

* Possible sources of evidence will vary from college to college according to the diversity of missions, college culture, and college operations in the region. The list above is not intended as a checklist, but only as examples of typical documents that may exist at an institution.

area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

POSSIBLE SOURCES OF EVIDENCE*:

− Catalog information for each degree and certificate, including required courses within the discipline and/or related disciplines;

− Other publications that contain the same information for each degree;

− Appropriate level student learning outcomes recorded in the course outline of record for each course in the degree pathway;

− And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

• All programs includes a focused study on one area of inquiry or discipline and includes key theories and practices appropriate for the certificate of achievement or associate's degree level.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

• The baccalaureate degree program includes a focused study on one area of inquiry or discipline at the baccalaureate level and includes key theories and practices appropriate to the baccalaureate level.

14. **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.**

    POSSIBLE SOURCES OF EVIDENCE*:

    − Catalog information for each degree and certificate, including required courses, preparation for external licensure or certification, and career opportunities;

    − CTE program websites;

    − Reports of licensure pass rates;

    − CTE program reviews or similar reports that include assessment data on student demonstration of technical and professional competencies;

    − Minutes of CTE faculty/professional advisory groups;

    − Course outlines of record of CTE and technical courses;

    − And/or other documents that demonstrate the institution is aligned with this Standard.

    REVIEW CRITERIA:

    • The institution verifies and maintains currency of employment opportunities and other external factors in all of its career-technical disciplines.

    • The institution determines competency levels and measurable student learning outcomes based upon faculty expertise and input from industry representatives.

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habits of mind that students within the interdisciplinary program of study are expected to attain and demonstrate.

- The institution assesses student achievement of technical and professional competencies as captured in learning outcomes of career-technical courses and programs.
- CTE faculty and professional advisory groups discuss current employment standards and revise curriculum as needed.
- The institution's website maintains current information of external requirements and other factors related to career-technical degree and certificate programs and current information about employment opportunities.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

- The CTE baccalaureate degree ensures students will be able to meet employment standards and licensure or certification as required in the field of study.

15. **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.**

POSSIBLE SOURCES OF EVIDENCE*:

− Documented procedures for program elimination process;

− If a program has been eliminated, the college can provide documentation that it has followed its procedures;

− And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The institution has established procedures regarding program elimination, including the process for which enrolled students will be able to complete their education in a timely manner with a minimum of disruption.
- Program elimination procedure is clearly communicated to students.

16. **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.**

POSSIBLE SOURCES OF EVIDENCE*:

− Program review calendar and schedule for report submissions;

− Program review reports that document plans for improvements and improvements that have been accomplished;

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* Possible sources of evidence will vary from college to college according to the diversity of missions, college culture, and college operations in the region. The list above is not intended as a checklist, but only as examples of typical documents that may exist at an institution.

- Institutional planning and evaluation documents that include plans for improvements and reports on improvements that have been accomplished, with accompanying data on student learning and student achievement;

- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The college has a process to regularly evaluate the effectiveness of its courses and programs.

- The criteria used in program review include relevancy, appropriateness, and achievement of student learning outcomes, currency, and planning for the future.

- The program review process is consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.).

- The results of program evaluation are used in institutional planning.

- Changes/improvements in programs have occurred as a result of the consideration of program evaluations and are evaluated for their effectiveness.

B.   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)**

POSSIBLE SOURCES OF EVIDENCE*:

- College catalog information on library and other learning support services. These services may be repeated in a Student Handbook, Faculty Handbook, and/or Personnel Handbook;

- Web-based access to all library and learning support services;

- Web instructions on how to use online library and learning support services;

- Schedules of trainings/workshops/podcasts on how to use library and learning support services;

- New staff and faculty orientations that include library and learning support services on the agenda;

- Results of student satisfaction surveys or other evaluations of library and learning support services;

- Results of faculty and staff satisfaction surveys or other evaluations of library and learning support services;

- Enrollment reports of library and learning support users;

- Other reports of student use of library and learning support services;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The institution assesses the effectiveness of its own library and learning support services in terms of quantity, quality, depth and variety.

- The institution has an established evaluation process to determine it has sufficient depth and variety of library materials, including technology support, to meet the learning needs of its students.

- All campus locations/all types of students/all college instructional programs are equally supported by library services and accessibility.

- The college provides equitable learning support services for DE/CE students and traditional on-campus students.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

- Learning support services to support the baccalaureate degree program are sufficient to support the quality, currency, rigor, and depth of the baccalaureate degree and reflect the unique needs of the program.

- Resource collections are sufficient in regard to the rigor, currency, and depth expected of the baccalaureate level.

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.**

POSSIBLE SOURCES OF EVIDENCE*:

- Minutes of meetings of library and/or learning support personnel and/or faculty, especially for the purposes of planning or evaluating library and learning support services;
- Inventory of educational equipment and materials for library and/or learning support services;
- Replacement, repair, or maintenance schedule for library and learning support equipment and materials;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- Faculty and library personnel work together to develop and maintain appropriate library resources.

- Faculty and library personnel work together to inform the selection of educational equipment and materials to support student learning.

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* *Possible sources of evidence* will vary from college to college according to the diversity of missions, college culture, and college operations in the region. The list above is not intended as a checklist, but only as examples of typical documents that may exist at an institution.

Standard II.B: Library and Learning Support Services

- Faculty and learning support personnel work together to develop appropriate learning support services, equipment, technology, and learning spaces.

- The institution has an established evaluation process to determine it has sufficient depth and variety of materials to meet the learning needs of its students.

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.**

   POSSIBLE SOURCES OF EVIDENCE*:

   − Surveys and other evaluation instruments that are used to determine effectiveness of library and learning support services;

   − Program review reports of library and learning support services;

   − In the program review reports, institutional student achievement data or *select* program or course data that show library or learning support services' impact on student learning and student achievement;

   − Special reports that evaluate library or learning support services' impact on student learning and student achievement;

   − And/or other documents that demonstrate the institution is aligned with this Standard.

   REVIEW CRITERIA:

   - The institution uses methods to evaluate its library and other learning support services.

   - The evaluation assesses use, access, and relationship of the services to intended student learning.

   - The evaluation includes input by faculty, staff and students.

   - The college regularly evaluates the impact that learning support services have on student learning.

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)**

   POSSIBLE SOURCES OF EVIDENCE*:

   − Copies of contracts or MOUs with external sources, organizations, consortiums, or agencies;

   − Evaluations of these external services, which may be included in program reviews;

   − Reports of numbers of end users;

- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- Collaboration with other institutions or other sources for library and learning support services are evaluated for quality assurance, including services that are formalized through contractual agreements.

- The institution gathers information to assess whether the services are being used and are effective.

Accreditation Standards Charted by Council/Committee

ACCREDITATION STANDARDS	Councils/Committees									
	Executive Cabinet	President's Cabinet	SPC	Faculty Senate	FASPC	HRSPC	IPC	SSPC	Curriculum Committee	LOC
Standard I. Mission, Academic Quality and Institutional Effectiveness, and Integrity										
A. Mission			X							
B. Assuring Academic Quality and Institutional Effectiveness			X				X			X
Academic Quality			X				X			X
Institutional Effectiveness			X				X			
C. Institutional Integrity		X		X						
Standard II: Student Learning Programs and Support Services										
A. Instructional Programs							X		X	
B. Library and Learning Services							X			
C. Student Support Services								X		
Standard III: Resources										
A. Human Resources						X				
B. Physical Resources					X					
C. Technology Resources					X					
D. Financial Resources					X					
Planning					X					
Fiscal Responsibility and Stability					X					
Liabilities					X					
Contractual Agreements					X					
Standard IV: Leadership and Governance										
A. Decision-making Roles and Processes			X							
B. Chief Executive Officer	X									
C. Governing Board	X									
D. Multi-College Districts or Systems										

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges

Accreditation Standards

(Adopted June 2014)

Introduction[1]

The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

There are four Standards that work together to define and promote student success, academic quality, institutional integrity, and excellence. The mission provides a framework for all institutional goals and activities. The institution provides the means for students to learn and achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated evaluation and planning (Standard I). Student learning programs and support services make possible the academic quality that supports student success (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV). Integrating the elements of the Standards gives institutions the means to develop a comprehensive assessment of academic quality, institutional integrity and effectiveness, and a path to continuous improvement.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A.   Mission

1.   The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

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[1] The Introduction section and opening paragraphs of each Standard are not intended for citation as standards. They are introductory in nature only.

Standard I: Institutional Mission and Effectiveness

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I: Institutional Mission and Effectiveness

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

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

Standard I: Institutional Mission and Effectiveness

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Standard I: Institutional Mission and Effectiveness

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)

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.

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.

4.   If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

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)

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. (ER 9)

Standard II: Student Learning Programs and Services

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.

8. 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.

9. 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)

10. 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)

11. 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.

12. 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)

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

14. 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.

Standard II: Student Learning Programs and Services

GOVERNANCE STRUCTURE GROUP REQUEST

Request submitted by: Jack S. Kahn, Ph.D.			**Date:** 4/24/19		

Proposed Name of Requested Group: Faculty Position Priority Subcommittee					
	Council		**Committee**	X	**Subcommittee**		**Task Force**

Action Requested:		**Add**		**Delete**	X	**Change**

Role:
•   To determine a recommended list of new faculty hires for the following fiscal year.

Products:
•   Recommendations of new faculty hires to the Superintendent/President for the next fiscal year.

Reporting Relationship: Instructional Planning Council

Meeting Schedule: As needed

Chair: VPI – Voting Member

Members:
•   Five (5) Instructional Deans
•   Seven (7) Faculty Members (one each from the five instructional divisions, Library, and Student Services appointed by Faculty Senate)
•   One (1) Faculty Member who is also on the Faculty Senate appointed by the Faculty Senate
•   One SLOAC Coordinator
•   One Faculty Member appointed by PFF

Reviewed by Strategic Planning Council: