Standard 2A
Evidence that all instructional offerings are in keeping with the institution’s mission regardless of where and how they are taught.

Evidence that the quality of all programs is consistently determined to meet a high standard.

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

Evidence that students are achieving stated learning outcomes.

Evidence that the institution considers how instruction is delivered and how it assesses that delivery is both appropriate and current.

Evidence of the development of student learning outcomes and strategies for attaining those outcomes at the course, program, certificate and degree level.

Evidence of assessment of student learning and program outcomes.

Evidence of review of assessment results and utilization for improvement of student learning.

Evidence that an institutional process exists for determining the quality of all courses and programs.

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

Evidence for a faculty-driven assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, certificates, programs, and degrees.

Evidence that systematic evaluation and review of student progress toward achieving learning outcomes take place.

Evidence of the role played by advisory committees.

Evidence that instructional offerings are in appropriate areas of academic study given the institution’s mission.

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

Evidence that the institution concerns itself with pedagogy that addresses student needs and learning styles.

Evidence that diverse methods of instruction are used and that students are exposed to a variety of points of view.

Evidence of regular, systematic evaluation and review of instructional courses and programs, using consistent and valid research strategies.

Evidence that evaluation results are used for improvement.

Evidence that elements assessed include measures of student learning.

Evidence for an assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, certificates, programs, and degrees.

Evidence that results of evaluation are disseminated.

Evidence that results of evaluation are used for improvement.

Evidence of a process for validating the effectiveness of examinations in assessing student learning.

Evidence that placement tests are examined for biases.

Evidence that the institution has developed a means for awarding credit based on student learning outcomes.

Evidence that credits awarded are consistent with accepted higher education practices.

Evidence that the college uses student achievement of stated learning outcomes in awarding credit for degrees and certificates.

Evidence that a consistent process for examining student learning outcomes is used to analyze courses for inclusion as general education.

Evidence that the rationale for general education is communicated to students, employers, and other constituencies.

Evidence that content and methodology is determined by appropriate discipline faculty.

Evidence that the institution has determined standards for the skills in general education.
Evidence that students who complete general education programs are proficient in these general education skills.

Evidence that the program of general education includes student learning outcomes concerning values, ethics, civic responsibility, and diverse perspectives.

Evidence that students who complete vocational and occupational degrees and certificates meet employment competencies, are prepared for certification by external agencies, are prepared for licensure.

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

Evidence that transfer policies are made available to students.

Evidence that transferred courses accepted are comparable to the college’s student learning outcomes for courses.

Evidence that articulation agreements exist and are regularly evaluated.

Evidence that students are able to complete programs that undergo change or are eliminated.

Evidence that students are advised on what they must do to complete such programs.

Evidence that publications and other representations of the college are regularly reviewed for clarity and accuracy.

Evidence that institutional policies are regularly reviewed to ensure integrity.

Evidence that the institution provides the public with information about student achievement.

Evidence of board-approved and distributed policies on academic freedom and student academic honesty.

Evidence that these policies are followed.

Evidence of faculty awareness and commitment to fair and objective presentation of knowledge.

Evidence that a college espousing specific world views or codes of conduct make policies clear in publications provided in advance of enrollment or employment.