

The background of the slide is a grayscale photograph of a modern building with a courtyard. The building has a prominent, slanted, ribbed facade. In the foreground, there are large, light-colored leaves, possibly from a plant in the courtyard. The overall scene is bright and airy.

Accreditation First Draft Forum

Standard II

2/20/14



First Draft Forums

- Presentation of Findings & Evidence
 - How SBVC meets the Standard
- Further Exploration
 - Fresh Examples & Additional Evidence



Standard II.A

Staff, Faculty & Managers
working on Standard II.A

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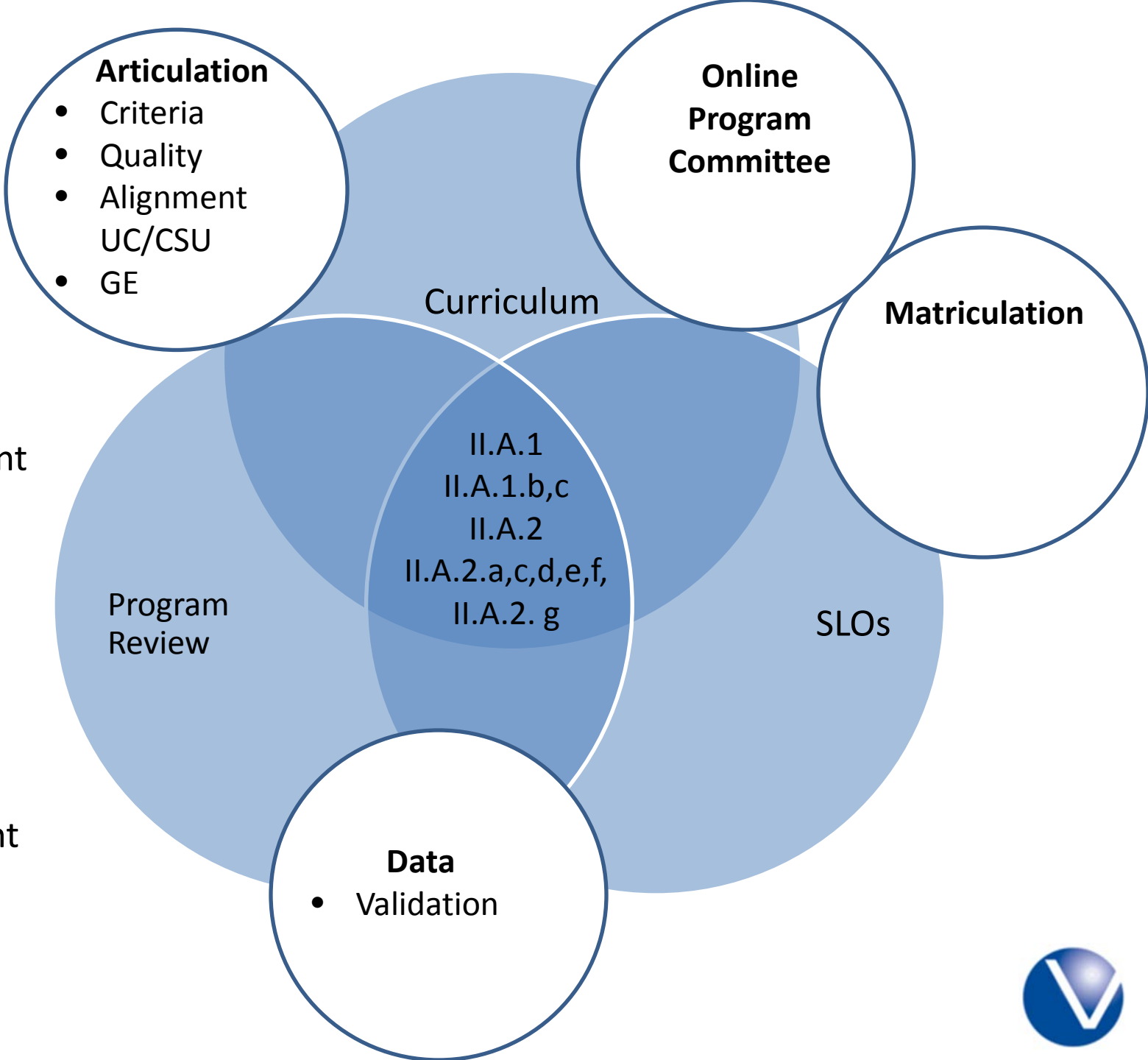
Editing: Kathleen Rowley



Standard II.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.*





- Mission
- Quality
- Establishment
- Currency
- Delivery Method
- Assessment
- Ongoing Systematic Evaluation
- Improvement
- Depth, Breadth, Rigor, Sequencing



Ensure Faculty Involvement

- Curriculum, Program Review, & SLO Processes are faculty driven
- MOU with district re: SLOs
- Title V
- Faculty, as content experts, create SLOs and SLO Assessment Methodologies



Can We Talk?

- Department/Division
- Academic Senate
- Flex & In Service Days
- 3-Year Evaluation of SLOs
- Curriculum
- Program Efficacy
- Prerequisites/Co-requisites
- SLOs
- Core Competencies
- Basic Skills
- Supplemental Instruction
- Professional Development

II.A.1.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.*

- Assessment of Students
 - Mandatory assessment for Math, English, Reading and ESL. Tests are validated.
- Program Planning
 - Assessment data used for schedule planning
- Research into SLO achievement
 - Core Competency Assessment, Fall 2013
 - Program mapping workshops, Spring 2014
 - Ongoing Course Assessment



II.A.1.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.*

Delivery Methods are

- Appropriate
- Effective
- Evaluated
- Discussed

- EMP One-Sheets and Program Efficacy include data on online enrollment
- SLOs & DE: In progress new data collection for SLO Assessments can be sorted to compare SLO results for DE and F2F



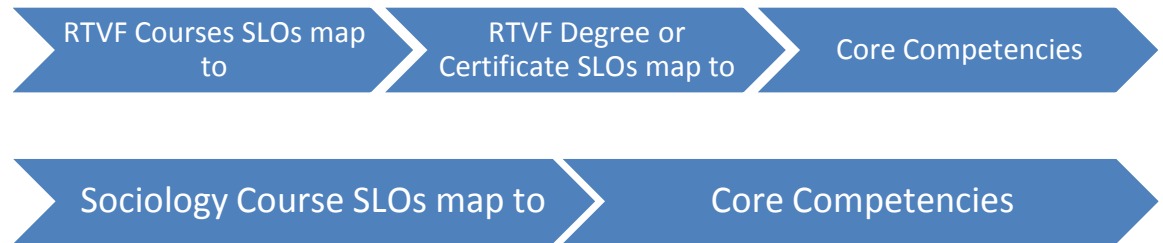
II.A.1.c. The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Outcomes	Identified	ACCJC Expectation	Assessment	ACCJC Expectation	Plans & Updates
Courses	98%	95%	71%	75%	Collection of assessment data will increase ongoing assessment: Fall 2013 76% of Courses Assessed.
Programs (Degrees & Certificates)	98%	95%	2.9%	85%	Series of workshops to assess & evaluate programs using curriculum maps.
Institutional	100%	100%	100%	75%	Course to CC mapping reflects gathering assessment data. CCs were evaluated Fall 2013



II.B.2.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.*

- Relationship between SLOS for courses, programs & institution



- Assessment of SLO achievement at each level
 - Courses & Core Competencies are on track. Programs, not so much...
- Do students have a clear path to achieving SLOS required of a course, program, certificate or degree?



II.A.2.d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Looking for more information/examples

How does the College

- Assess student Learning Styles
- Determine delivery modes appropriate for students?
- Match teaching methodologies to student's learning styles
- Evaluate effectiveness of DE delivery

How does the Faculty

- Assess student Learning Styles
- Determine delivery modes appropriate for students?
- Match teaching methodologies to student's learning styles
- Evaluate effectiveness of DE delivery



II.A.2.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.*

II.B.2.i. *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

- **Are student learning outcomes the basis for credit awarded for courses?**
- **Are credits awarded consistent with accepted norms in higher education?**
- **By what means does the institution ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates?**



II.A.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.*

- **How is the general education philosophy reflected in the degree requirements?**
- **How are student learning outcomes used to analyze courses for inclusion as general education?**



II.A.3.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.

- Core Competency maps
- Compliance with IGETC and CSU GE breadth requirements is ensured by the articulation officer
- **How well are students able to apply their understanding to subsequent coursework, employment, or other endeavors?**



II.A.3.b. A capability to be a productive individual and lifelong 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.

- **How well are students achieving these outcomes? How well are students able to apply these skills to subsequent coursework, employment, or other endeavors?**



II.A.3.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.

How are student learning outcomes developed to address concerns about ethics and effective citizenship? How is it determined where to include student learning leading to development of these qualities?

- Ethics included in Core Competencies
- Ethics Statements
- Academic Dishonesty
- Academic Senate working on a Plagiarism policy



II.A.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.

- **What evidence exists that students who complete vocational and occupational degrees and certificates meet employment competencies; are prepared for licensure; are prepared for certification by external agencies?**



II.A.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 outcomes consistent with those in the institution's officially approved course outline.*

- College Catalog
- Website
- Counseling
- Orientation
- Ed Plans
- **How does the institution verify that students receive a course syllabus that includes student learning outcomes?**
- **How does the college verify that individual sections of courses adhere to the course objectives/learning outcomes?**



II.A.6.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.

Articulation Officer

II.A.6.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.

- **What policy does the institution have to address elimination of, or major changes in, programs?**
- **How are students advised to complete educational requirements when programs are eliminated or modified?**

**Modification of Major form
Discontinuance Policy**



II.A.6.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.*

- **How does the institution conduct regular reviews of its policies and practices regarding publications to ensure their integrity? Are electronic representations of the institution regularly reviewed?**

- Catalog Updated Annually
- Program Efficacy has programs check catalog for accuracy



II.A.7. a-c

Policies

Academic Dishonesty

Codes of Conduct

- Board Policy 4030 addresses Academic Freedom
 - Board policy (BP 5500 A.1.g) addresses Academic Honesty.
 - BP 3410-3570 address employee conduct
 - College Catalog
 - Ethics Statements
-
- **If a college seeks to instill specific beliefs or world views, what policies does it have in place to detail these goals? How are the policies communicated to appropriate constituencies?**



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

- How well do curricula offered in foreign locations to non-U.S. students conform to the specifications of the Commission 's "Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals?"

The End of Standard II.A



Standard II.C

II.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.





Standard II.C

- Celia Huston
- Ginny Evans-Perry
- Jack Jackson; James Smith
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- Patti Wall



II.C.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.

- Library and Library Computer Lab
- Writing Center
- The Reading Lab
- The Technical Learning Center
- The Business Division computer The Health Science/Nursing Resource Center (Skills Lab)
- The math tutoring drop-in services
- General Tutoring
- The Math and Science Student Success Center
- The STAR/Trio Grant and DSP&S offices provide assistance for students within their programs.



II.C.1.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.

- Library Collection aligned with curriculum and reflect the diversity of the campus
- Textbook Bank
- Majority of collection selected using professional review sources, curriculum, faculty input and student requests.
- Assessments: Usage statistics, currency, feedback, surveys
- DE: 30 Online databases including a comprehensive e-book collection and a reference e-book collection all databases have remote login capability
- DE: 24/Chat Reference for research assistance



II.C.1.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.

- Bibliographic Instruction (tours) conducted by library faculty are available to all classes
- Open workshops
- Reference Services
- Reference appointment with Library Faculty
- Computer Lab Technicians
- Professional Development
- Instructional flyers
- ACAD 001; LIB 100
- Evaluation: Surveys, Questionnaires, 'Why I Love the Library' Week



II.C.1.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.

- Library currently open:
 - 6 days
 - 61 hours a week
 - Campus open 88 hours a week
- Understaffed
- Library does not meet the standard
- DE: Library meets the standard



II.C.1.d. *The institution provides effective maintenance and security for its library and other learning support services.*

- Security gates protect materials
- Campus Police
- M & O
- Earthquake safety bars on upper shelves
- Panic Buttons

- Poor line of site for main service desks
- Upper floor unstaffed
- Not enough seating



II.C.1.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.

- CCL Libraries: Community College League
 - Database purchased through consortium
- Inter-Library loan with CHC
- Partnership with Basic Skills Committee



II.C.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.

- One-Minute Surveys
- Post-instruction surveys
- Usage Statistics
- SAO Assessment
- Campus Climate Surveys
- Special Studies
 - Library Snap-Shot Day
 - Fall 2012 Front Door Survey
 - Spring 2014 “Why I Love the Library”



