# 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.

# Student Support services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

SUMMARY OUTLINE

By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning?

How does the institution identify the needs for support services related to DE/CE programs, and how does it ensure that these needs are addressed? By what means does the institution assure the quality of its student support? (Federal Regulation)

How does the college prepare and monitor DE/CE students to be successful?

Are counseling and other student support services available for DE/CE students?

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RED FLAGS

1. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

SUMMARY OUTLINE

• What assessment methods are used to ascertain the effectiveness of student support services?

• How are evaluation results used to improve student services?

• Does the college know where its DE/CE students come from? Are there state authorization requirements if there are out-of-state students?

• How does the institution determine that students admitted to its DE/CE programs are able to benefit from these programs? How is this information taken into consideration in admissions policies and procedures?

• What improvements have been made to the effectiveness of these services? Do the student support services expand as the growth of DE/CE expands?

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RED FLAGS

1. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

SUMMARY OUTLINE

How does the institution demonstrate that it assesses student needs for services regardless of location or mode of delivery, and provides for them?

How are online and off-site location services evaluated? How well are services meeting the needs of students?

How does the institution assure access to appropriate, comprehensive, and reliable services, such as but not limited to orientation, tutoring, counseling, and delivery of materials to students with remote access to information? (Federal Regulation)

QFE: What steps can the institution take to ensure all students (including DE and CE students and those enrolled at off-campus locations) have comparable access to learning and support services?

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RED FLAGS

1. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

SUMMARY OUTLINE

How does the institution determine what co-curricular programs are appropriate to its mission and students?

How does the institution evaluate the quality and effectiveness of its co-curricular programs?

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RED FLAGS

1. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

SUMMARY OUTLINE

Does the institution develop, implement, and evaluate counseling and/or academic advising?

Does the evaluation of counseling and/or academic advising include how it enhances student development and success?

Are these or comparable services available to online students and students attending other locations?

How does the institution develop, implement, and evaluate counseling and/or academic advising and how do these initiatives ensure that the needs of DE/CE students are effectively addressed?

Does the evaluation of counseling and/or academic advising include how it enhances DE/CE student development and success?

QFE: What steps can the institution take to ensure all students (including DE and CE students and those enrolled at off-campus locations) have comparable access to learning and support services? Such services may include college orientation, ongoing academic advising, success in college courses, mentoring, monitoring student progress and providing feedback and support?

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RED FLAGS

1. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

SUMMARY OUTLINE

How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence?

How are the prerequisites and other qualifications for the baccalaureate degree communicated and applied to students?

Does the advising of students related to the baccalaureate degree appropriately identify course sequencing and pathways?

QFE: What steps can the institution take to provide clear pathways for students to achieve their goals (completion of degrees, transfer, or job readiness)? These can include simplified choices for students, a first-year experience to assist students in selecting a major, learning communities, or cohort groups?

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RED FLAGS

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

SUMMARY OUTLINE

What processes are used to evaluate the effectiveness of practices and tools of admissions and placement? What evaluations of placement processes are used to ensure their consistency and effectiveness?

What processes are used to evaluate the effectiveness of practices and tools of admissions for DE/CE programs? Are they different from the tools and practices used for traditional programs? What is the rationale?

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RED FLAGS

1. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

SUMMARY OUTLINE

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RED FLAGS