



# Accreditation Evidence Collection

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CURRICULUM COMMITTEE

MAY 4, 2021

# Standard II.A.1

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**II.A.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 recommended by the ACCJC:** 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.)

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**II.A.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

- Academic and CTE Program Review (linking program outcomes to institutional outcomes to mission), Course Catalogue

are appropriate to higher education,

- Curriculum Review Process, Title V, State Standards

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)

- SLO Assessment Data, Chancellor's Data Mart, Articulation Agreements, College Profile, Review of Program Review Data (Awards Data, Certificate Data, and Transfer Data)

Possible Sources of evidence recommended by the ACCJC: **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.

**II.A.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.

- Sample CID descriptor, Sample Certificates Description, Advisory Board Recommendations, Technical Review (TRS) Procedure in Curriculum Manual, Sample Student Ed Plan
- 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)
- Information In the Catalogue (demonstrating we follow 4-year institution requirements), Sample AST, ADT degree, Guided Pathway Program Mapper Screenshot, Pillar 4 of Guided Pathways

Possible Sources of evidence recommended by the ACCJC: **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.

**II.A.9** The **institution awards** course credit, degrees and certificates based on student attainment of learning outcomes.

- SLO data (mapping – eLumen), Sample syllabi with SLOs and relation to grade, Data in eLumen (Program Review/Unit Planning Sample)

**Units of credit awarded are consistent** with institutional policies that **reflect** generally accepted norms or equivalencies in higher education.

- Credit for prior learning (policies), Board Rules reflected in our Curriculum Manual

If the **institution offers** courses based on clock hours, it **follows** Federal standards for clock-to-credit-hour conversions. (ER 10)

- Board rules (reflect in our curriculum manual)

Possible Sources of evidence recommended by the ACCJC: 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.

**II.A.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)

- Credit for prior learning policy/procedure (in manual), Work of evaluators (evidence of how faculty evaluate the work for credit), policy and procedures manual (curriculum), Sample Articulation Agreement, District policies (consistency on articulation agreements)

Possible Sources of evidence recommended by the ACCJC: 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.

**II.A.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.

#### ■ District curriculum policy

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)

- Credit for prior learning (includes giving credit for a skill – discipline faculty), policy and procedures manual (clearly outlines when it under counseling faculty purview to give credit vs faculty), IGETC/CSU Breadth Requirements Sheet, GELOs, ILOS (alignment of SLOs-PLOs-ISLOs), (\*DEVOS)

Possible Sources of evidence recommended by the ACCJC: 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.

**II.A.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.

- Evidence in Course Description (Sample Course Outline)