**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)

Descriptive Summary

* All programs are consistent with the College’s mission.
* Programs must submit a “Program Approval Form” as outlined in the 2014 Curriculum Manual. In this form, connection to College’s mission statement must be made (p. 39 - IV.A).
* Programs must provide program level student learning outcomes within the Program Approval Form (p. 39 – III) which ensure appropriateness to higher education.
* Signatories, including author (typically faculty), Registrar, Dean, Academic Vice-President and President, on program approval form ensure appropriateness to higher education and connection to mission statements are clear.
* Programs are assessed within a 2-year assessment cycle to determine student attainment of identified slos.
* Fact book provides data on achievement of degrees, certificates.

Self-Evaluation

* Highlight one new (adopted) program and one program that went under a substantive review. Show connection to mission statement.
* Same as above, and show program student learning outcomes.
* Provide data on compliance for program assessment.
* Factbook (vol. 9, p. 16) provides data on completion of associate degrees and p. 17 provides data on page 16 for certificates.
* Need data on employment and transfer.

Actionable Improvement Plans
 None

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.

Descriptive Summary

* Faculty ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations.
* College administers IDEA Student Ratings of Instruction every fall semester within all courses. Results are provided to the faculty members.
* IDEA results guide improvement efforts for faculty.
* Full-time faculty members are observed by an administrator at least once each semester.
* Department chairpersons observe adjunct faculty members under their department.
* Faculty participates in assessment of course, program, and related services.

Self-Evaluation
* IDEA Student Ratings of Instruction Survey Report for Fall 2013 highlights include positive regard for faculty, higher regard for faculty compared to IDEA database, and positive perception of teaching effectiveness (p. 4). Update this when new data becomes available and show trend.
* Board-Union contract provides for increased observation of new faculty members.
* Department chairpersons are evaluated based on their observations of adjuncts (DC rubric).
* Need updated percentages for the number of courses/programs/services that completed assessment.

Actionable Improvement Plans
 None

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.

Descriptive Summary
* College regularly assesses learning outcomes for courses, programs, certificates, and degrees using a 2-year assessment cycle.
* Curriculum Manual (2014) outlines approval process for student learning outcomes in courses and programs.
* Students receive a course syllabus that specifies course level student learning outcomes and are directly extracted from the course approval form.

Self-Evaluation
* Need data on how many courses and programs met assessment deadlines.
* All courses have student learning outcomes and these are published in the College catalog.
* Course syllabi are submitted to the department chairpersons for review to ensure, among other requirements, the inclusion of student learning outcomes. Department chairs then submit electronic copies with a Syllabi Checklist to the Dean.

Actionable Improvement Plans
 None

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.

Descriptive Summary
* College provides developmental reading, writing and mathematics courses. These are clearly labeled in the College catalog.
* Tutoring is provided in reading, writing and mathematics.
* Project Aim provides tutoring services to those who meet eligibility requirements under their program. Tutoring services are provided on a regular basis to first generation, low income and students with disabilities under the Project Aim program.

Self-Evaluation
* Students take the COMPASS placement test for reading, writing, and mathematics and are placed according to their scores.
* Faculty in English and Math inform students of tutoring services. Tutors are hired under the Work Study Program and must have completed the college level English and Math courses with a minimum of a B grade. The tutoring schedule is provided to all teachers and flyers are posted. Students do not need to make an appointment to sign up for tutoring.
* In December 2014, the first ever Math Boot Camp was sponsored by the Math Department. The Math Boot Camp was held for those who placed into MA085 to assist them in improving their scores so they can enter into MA095. The Math Boot Camp ran 2 hours daily for 10 days. Two sections were provided. A total of 17 students signed up, and 16 out of the 17 improved their scores to place into MA095.
* A total of 175 students are served per program year under Project Aim. Tutoring is provided mainly in English and mathematics, but tutors are also available to assist in other subjects.

Actionable Improvement Plans
 None

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)

Descriptive Summary
* College degrees and programs follow typical practices in American higher education Degrees and programs are at the appropriate length, breadth, and depth.
* The Curriculum Manual outlines the sequencing and time to completion for full-time students.
* All associate degree programs require a minimum of 60 semester credits. These are described in the College Catalog.

Self-Evaluation
* The program approval form in the Curriculum Manual (2014) ensures the content if of appropriate length, breadth, depth, and rigor. All signatories must agree for approval.
* Program approval form includes a section that shows that a full-time student can complete associate degree programs within 2 years and certificate programs within one year.
* Program approval form also includes section on course sequencing as part of the completion.

Actionable Improvement Plans
 None

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)

Descriptive Summary
* The College schedules courses that ensure students can complete certificates and degrees within established expectations.
* Program approval forms outline the course sequence and timing for full-time students.
* Department chairs survey students on preferred courses including time and day in developing the upcoming schedule of classes.

Self-Evaluation
* The program approval form in the Curriculum Manual requires that the author detail the course sequencing and time for a full-time student to complete the program. The section in this form must demonstrate that a full-time student can complete associate degree programs within 2 years and certificate programs within one year.
* Program approval form also includes section on course sequencing as part of the completion process.

Actionable Improvement Plans
 None

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.

Descriptive Summary
* Faculty use different delivery modes, teaching methodologies and learning support services that meet the needs of the students.
* Students with disabilities are provided services through the Office of Accommodative Services. Faculty must sign that they receive the accommodation plan and must adhere to accommodation plan

Self-Evaluation
* The IDEA survey allows students to rate teaching methodologies. Results of these surveys assist faculty, department chairpersons, and supervisors to improve delivery of instruction.
* Full-time faculty members are observed by their supervisor every semester.

Actionable Improvement Plans
 None

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.

Descriptive Summary

* The English department is the only department that provides for department-wide course examinations. Instructors teaching EN100W administer the final essay for this course and rate the essays. Essays that instructors think are passing are forwarded to another instructor for review.
* Assessment of prior learning is provided for students who request. The College Catalog details this for students wishing to apply for this.

Self-Evaluation
* All EN100W courses must adhere to the department policy on rating of essays. The department chair provides topics to EN100W courses from which students can choose.

Actionable Improvement Plans
 None

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)

Descriptive Summary
* The College awards course credit, degrees, and certificates based on student attaining of learning outcomes. Each program must complete assessment of program and course level student learning outcomes to ensure connection.
* The units of credit awarded are consistent with generally accepted norms or equivalencies in higher education. For traditional lecture courses, one credit equals to 15 hours. Credit is awarded when students pass the course, and the grading system is outlined in the College catalog.

Self-Evaluation
* Need updated assessment results percentages.
* The College’s catalog and schedule of classes provides the number of credits and the time is specified in the schedule of classes. The latest schedule reflects this.

Actionable Improvement Plans
 None

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)

Descriptive Summary
* The College has several articulation agreements with the 4-year university on island and with several community colleges in the region, and other 4-year universities. These articulation agreements are found in the appendix of the college catalog and include program-to-program articulation and course-to-course articulation.
* The Registrar regularly evaluates transcripts from other institutions at the students’ requests.

Self-Evaluation
* The College’s articulation agreements are clearly stated in the College catalog.
* The Registrar has a form for students to complete to request an evaluation of records. Registrar often consults with faculty in the respective department for advice when transferring courses.

Actionable Improvement Plans
 None

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.

Descriptive Summary
* The College has institutional learning outcomes that provide for communication, information, and quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.
* Program approval forms must have a student learning outcome map. This map shows how each course relates to the institutional learning outcomes.

Self-Evaluation
* The institutional learning outcomes are found in the College catalog.
* ILO maps are attached to program documents.

Actionable Improvement Plans
 None

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)

Descriptive Summary

* The College associate degree programs have a set of general education requirements that includes the categories of: English, Mathematics, Natural and Physical Sciences, Social and Behavioral sciences, Computer Literacy, and Humanities and Fine Arts.

Self-Evaluation
* The Learning Outcomes Committee reviews requests for inclusion of additional courses under the different categories.

Actionable Improvement Plans
 None

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.

Descriptive Summary
* The College offers XX degree programs. All degree programs must complete at least 19 credits of general education. Degree programs have at least 60 credits. Programs provide technical requirements that provide theory and practices in that particular field of student.

Self-Evaluation
* Programs determine the technical requirements with input from faculty and advisory committee members. The program requirements are included in the program approval form as outlined in the Curriculum Manual.
* Technical courses that support the program contain student learning outcomes which are clearly defined at the course and detailed level in the course approval form in the Curriculum Manual.

Actionable Improvement Plans
 None

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.

Descriptive Summary
* Programs, certificate and courses participate in the two-year assessment cycle. As part of this assessment, capstone courses and artifacts are included to ensure that graduates demonstrate technical and professional competences.

Self-Evaluation
* Need updated assessment results percentages.

Actionable Improvement Plans
 None

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.

Descriptive Summary
* When programs are archived, a program archival memo is initiated by the department and faculty members. The archival memo requires a clear plan of action for enrolled students to complete their education in a timely manner.

Self-Evaluation
* Since the last visit, XX programs have been archived. Need archival memos.

Actionable Improvement Plans
 None

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.

Descriptive Summary
* The College regularly evaluates programs and courses through the institutional assessment process.

Self-Evaluation
* Need updated assessment results percentages

Actionable Improvement Plans
 None

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)

Descriptive Summary
* The College supports student learning and achievement by providing a Learning Resource Center (LRC). The LRC includes library and computer services.
* Computer laboratories are located in several places on the campus. Computer labs are maintained by Management Information System. Students pay a fee for these services as part of the registration fees.

Self-Evaluation
* Need updated assessment results percentages for library
* Need updated assessment results percentages for MIS computer labs

Actionable Improvement Plans
 None

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.

Descriptive Summary
* The Learning Resource Center seeks input from faculty and others on the selection of equipment and materials. Periodic updates are also provided to faculty on library acquisitions and services.
* The LRC recently acquired the EBSCO eBook Academic Collection.

Self-Evaluation
* The Learning Resource Center seeks input from faculty and others. However, budgetary constraints have restricted the purchase of equipment and materials.
* The acquisition of books in 2014 was 0, in 2013 it was 5.
* Many publishers withhold their latest eBook editions from EBSCO until the next edition is released, including reference books and other technical areas.

Actionable Improvement Plans
 None

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.

Descriptive Summary
* The LRC services complete the same assessment requirements as other programs and services at the College.

Self-Evaluation
* Need updated assessment results

Actionable Improvement Plans
 None

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)

Descriptive Summary
* The College does not collaborate with any other institution for library or other learning support services.

Self-Evaluation
None

Actionable Improvement Plans
 None

C. 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)

Descriptive Summary
* Student support services at the College are regularly assessed similarly to academic programs and courses. The Assessment and Counseling Department participates in institutional assessment. The department meets formally at least once a month and informally at least once a week to discuss counseling services and issues to ensure a high quality of counseling services for students.
* Once DE is launched this will have to be updated to include information on support services for students taking distance education (DE) courses.

Self-Evaluation
* In 2013, 10 counselors (postsecondary and secondary) completed a Distance Credentialed Counseling Certification to ensure the implementation of best practices when assisting students via email and phone. Need updated assessment results.
* Pending, need the DE committee’s finalized parameters for student support services.

Actionable Improvement Plans
 None

2. 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.

Descriptive Summary
* The College has several student support services under the Assessment and Counseling Department. These include Academic advisement, English and Math placement, career counseling, counseling, etc. These services are assessed following a two-year cycle. Assessment results are used to improve student support programs and services.

Self-Evaluation
* Need updated assessment results percentages

Actionable Improvement Plans
 None

3. 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)

Descriptive Summary
* The College provides appropriate, comprehensive and reliable services to students. Academic counselors are provided for on a regular basis. An on-call counselor is available during the academic school year.
* The College will begin its pilot launch of distance education Fall 2015.
* The Office of Accommodative Services through its work and advocacy, provides access for students with disabilities.

Self-Evaluation
* Need count of students who saw counselor.
* Pending DE parameters of access to student services.
* Need count of students who accessed services from OAS.

Actionable Improvement Plans
 None

4. 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.

Descriptive Summary

* The College, under the Center for Student Involvement oversees student organizations. The Council of Postsecondary Student Affairs (COPSA) is the major student governing body. Student organizations are associated with academic programs such as the Education Student Organization (ESO) and Society of Management Industry Leaders for Excellence (SMILE) or organizations target a certain special interests such as the Sports and Recreation Club (SPARC) for physical fitness and the cultural group Pacific Islands Student Organization (PISO).
* CSI offers many activities in the college including fall and spring festivals and annual student conferences (Building a Stronger Workforce and Students Leading Students).
* The CSI maintains responsibility for all student organizations, their processes and all their finances. Student organization ns must submit requests for funding, receipts, and so forth through the CSI.

Self-Evaluation

* There are currently 20 student organizations
* Monthly meetings are held with the student representative from the Board of Trustees
* Monthly meetings with all student organizations provide a vehicle for organizations to share information, concerns, etc. to bring to the Board of Trustees
* Need survey results of conferences
* Need examples of organization activity forms.

Actionable Improvement Plans
 None

5. 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.

Descriptive Summary
* The College has five full-time postsecondary counselors that provide counseling and academic advisement. All full-time faculty also provide academic advisement to declared and undeclared students. Counselors and academic advisors provide orientation to students on the requirements of the program, which programs and courses transfer, and course sequencing and timing for graduation.
* Students are assigned advisors upon enrollment or declaration of major.

Self-Evaluation
* The College website contains degree planners for students, counselors and academic advisors to use. These planners provide the requirements for the different programs.
* The Assessment and Counseling Department provides workshops to prepare faculty response for academic advising.
* Advisors have access to advisees’ transcripts, schedules, degree evaluations, and contact information through Banner System.

Actionable Improvement Plans
 None

6. 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)

Descriptive Summary
* The College is an open, public institution and the basic college admission requirements are age and health clearance. To be admitted to a program, in addition to age and immunization, the College requires a minimum of high school graduation or 45 credits of college level coursework.
* Students wanting to enroll in English and math classes must take the COMPASS exam.
* The Practical Nursing program is the only program with an entrance exam. Parameters of this admit exam is handled by the Allied Health Department. This exam includes basic information that the students would have learned in their general education courses as a declared PN major. The topics include: basic algebra, reading comprehension, English, science/anatomy & physiology, and medical terminology.

Self-Evaluation
* The requirements for admissions are printed on the schedule of classes each semester.
* The College catalog also contains information on admissions.
* The College website has information and access to forms that must be completed prior to admission.
* Need number of students enrolled each semester.
* Need number of students who completed certificates and degrees.

Actionable Improvement Plans
 None

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

 Descriptive Summary
* The College uses the COMPASS instrument for placement into English and mathematics courses. The COMPASS is administered by the Assessment and Counseling Department.
* Need PN program admissions evaluation

Self-Evaluation
* The Assessment and Counseling Department reviews the COMPASS annually because justification for purchase must be completed.

Actionable Improvement Plans
 None

8. 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.

Descriptive Summary
* The Office of Admissions and Registrations at the College is responsible for maintaining student records permanently, securely, and confidentially.
* Electronic records are backed up on a daily basis.
* Paper records are kept to a minimum.
* The College has established policies for releasing student records.

Self-Evaluation
* The College has two secure vaults that hold student records.
* The College adheres to FERPA and publishes the FERPA announcement in the College catalog. FERPA statements are also required on all syllabi. The Registrar conducts FERPA orientations for new employees as needed and upon request.
* The policy for releasing student records can be found in the College catalog.

Actionable Improvement Plans
 None