Interpreting Standards Activity

Group 1

I.A.2 (*Mission*): The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

I.B.4 (*Assuring Academic Quality and Institutional Effectiveness/Academic Quality*): The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

I.B.5 (*Assuring Academic Quality and Institutional Effectiveness/Institutional Effectiveness*): The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

QUESTIONS:

- These three standards all require the institution to reflect on its use of data. What distinctive expectations of data use distinguish these three standards from each other?

- Based on those distinctions and without repeating redundant information in the ISER, what evidence does your college gather to demonstrate alignment with each standard? Where are these data documented and by whom? Who is involved in the institutional analysis? Do you have any challenges or victories collecting these data?

Interpreting Standards Activity

Group 2

I.B.2 (*Assuring Academic Quality and Institutional Effectiveness/Academic Quality*): The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

II.A.3 (*Instructional Programs*): 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.

II.C.2 (*Student Support Services*): 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.

QUESTIONS:

- These three standards express expectations regarding identifying and assessing student learning outcomes. What distinctive expectations for defining and assessing learning outcomes distinguish these standards from each other?

- Based on those distinctions and without repeating redundant information in the ISER, what evidence does your college gather to demonstrate alignment with each standard? Where are these data documented and by whom? Who is involved in the institutional analysis? Do you have any challenges or victories collecting these data?

Interpreting Standards Activity

Group 3

I.C.8 (*Institutional Integrity*): The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

III.A.13 (*Human Resources*): The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

IV.C.11 (*Governing Board*): The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

QUESTIONS:

- These three standards deal with matters of personal integrity. What distinctive expectations of integrity or ethics distinguish these standards from each other?

- Based on those distinctions and without repeating redundant information in the ISER, what evidence does your college gather to demonstrate alignment with each standard? Where are these data documented and by whom? Who is involved in the institutional analysis? Do you have any challenges or victories collecting these data?

Interpreting Standards Activity

Group 4

I.C.5 (*Institutional Integrity*): The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

IV.C.7 (*Governing Board*): The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

QUESTIONS:

- These two standards both mention review of policies. What distinctive expectations of policy review distinguish these two standards from each other?

- Based on those distinctions and without repeating redundant information in the ISER, what evidence might your college gather to demonstrate alignment with each standard? Where are these data documented and by whom? Who is involved in the institutional analysis? Do you have any challenges or victories collecting these data?