ACCREDITATION 101: STANDARDS 2.6 TO 2.9

STANDARD 2

Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys.

STANDARD 2

Student Success

Academic and learning support programs promote success for all students, and the institution evaluates student learning and achievement data to inform improvements and advance successful outcomes for all students.

STANDARD 2.6

The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote student learning and achievement for all students.

STANDARD 2.6 – REVIEW CRITERIA

- The institution regularly evaluates the effectiveness of its delivery modes and teaching methodologies to supporting student learning and achievement for all students, and uses results to guide improvements.

STANDARD 2.6 – REVIEW CRITERIA

- Institutions have practices in place to ensure ongoing alignment with federal requirements for distance education and correspondence education, and direct assessment, as defined in ACCJC's Policy on Distance Education and on Correspondence Education and Policy on Competency Based Education (if applicable).

STANDARD 2.6 - EVIDENCE

- Program reviews that disaggregate student learning assessment data and student achievement data by mode of delivery
- Examples of improvements to delivery modes and/or teaching methodologies there were made in order to address gaps in student learning and achievement

STANDARD 2.6 - EVIDENCE

- Institutional reports on changing needs of students and resulting plans for developing or improving delivery modes and teaching methodologies
- Local guidelines that establish expectations for effectiveness and quality in distance education and/or correspondence education (if applicable)

STANDARD 2.7

The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. (ER 15, ER 17)

STANDARD 2.7 – REVIEW CRITERIA

- The institution designs and delivers effective:
  - Processes for identifying students' academic, non-academic, personal wellness, and basic needs; and
  - Intake and onboarding services such as orientation, registration, counseling, educational planning, financial aid workshops, and/or similar services that maximize preparation, success, and retention; and

STANDARD 2.7 – REVIEW CRITERIA

- Learning support resources such as library collections, library instruction, learning labs, and tutoring services in a variety of modalities dependent on institutional mission and student need; and
- Student support services such as counseling, academic advising, first year experience, veterans services, disability services, mental health services, in a variety of modalities.

STANDARD 2.7 – REVIEW CRITERIA

- The institution provides clear information and supports for students regarding transfer and career opportunities.
- The institution's documentation of and communication to students (catalogs, policies, procedures, etc.) regarding support services and expectations for their use are clear and consistent.

STANDARD 2.7 - EVIDENCE

- Communication to students regarding supports
- Disaggregated data used to determine students' needs and appropriate supports/services
- Documentation of how the institution evaluates services to ensure their effectiveness in maximizing student preparation, success, and retention

STANDARD 2.7 - EVIDENCE

- Evidence outlining how the institution monitors students' progress towards their educational goals (early alert or similar tools, survey results, pathways-related discussions, etc.)
- Examples of institutional innovations to support students (changes to tutoring, use of mixed support modalities, etc.)

STANDARD 2.8

The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

STANDARD 2.8 – REVIEW CRITERIA

- The institution creates formal and informal opportunities for students to engage with the institution, programs, and peers.
- The institution establishes co-curricular and/or student engagement activities based on the needs of the students and community it serves.

STANDARD 2.8 – REVIEW CRITERIA

- If these programs are offered, the institution ensures the quality of such programs and frequently assesses activities and programs (qualitative/qualitative).

STANDARD 2.8 - EVIDENCE

- Examples of student engagement opportunities in multiple modalities including those related to student life and career training
- Qualitative and quantitative data used to evaluate the effectiveness of programs
- Examples of how activities increase student success and retention (if applicable)

STANDARD 2.9

The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)

STANDARD 2.9 – REVIEW CRITERIA

- The institution follows established processes that include analysis of data related to student learning and achievement, disaggregated for student subpopulations and/or learning modalities as appropriate.
- The institution's dialogue about disaggregated learning and achievement data informs institutional goal-setting.

STANDARD 2.9 – REVIEW CRITERIA

- Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goal-setting.

STANDARD 2.9 - EVIDENCE

- Documentation of processes for design and evaluation of curriculum
- Documentation of processes for program review and outcomes assessment, including consideration of how disaggregated data are incorporated, analyzed, and used for improvement

STANDARD 2.9 - EVIDENCE

- Examples of completed reviews and/or assessments outlining how results inform improvements in curriculum design, service delivery, and/or teaching and learning practices to support achievement for all students

REQUIRED DOCUMENTATION (ISER EXAMPLE)

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) • Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable (See Commission *Policy on Competency Based Education* and *Policy on Credit Hour, Clock Hour, and Academic Year*)	• College Catalog, pages 69-82 • BP/AP 4020 (Program, Curriculum, and Course Development) • BP/AP 4025 (Philosophy and Criteria for Associate Degree and General Education) • BP/AP 4100 (Graduation Requirements for Degrees and Certificates)
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	• College Catalog, pages 57-64 • BP/AP 4050 (Articulation) • BP/AP 4235 (Credit for Prior Learning) • AP 4236 (Advanced Placement Credit) • BP/AP 5120 (Transfer Center)

DISCUSSION / QUESTIONS

