

Demonstration Project Evaluation Report

Columbia Basin College

Pasco, Washington

April 18 – 19, 2017

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

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I. Roster of Evaluators

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II. Introduction

Columbia Basin College (CBC or the College) is a public, primarily two-year community college located in Pasco and Richland, Washington. CBC serves a mostly rural population of approximately 250,000 in Franklin and Benton counties. In its 61-year history, the College demographics have changed to its current quarterly enrollment of between seven to eight thousand students, 38.1% of which are Hispanic. The College currently also offers three Bachelor of Applied Science degrees (Applied Management, Project Management, and Cybersecurity) and accepted the first class into the Bachelor of Science in Nursing degree in Spring 2017.

CBC's Mission Statement was developed in 1996. The Mission has changed in relatively minor ways since that time. CBC's Mission Statement is: "CBC upholds an environment of diversity, fairness, equity, and sustainability, providing opportunities for the people of Benton and Franklin counties to succeed in their pursuit of higher educational achievement, meaningful employment, and basic skills development while promoting cultural effectiveness and well-being for its community. CBC is a comprehensive two-year college that provides quality education and effective job preparation. CBC has a powerful impact on every segment of the community through the End States (also its Core Themes): Opportunity, Academic, Occupational Programs/Workforce Development, Basic Skills, Cultural Effectiveness, and Well-Being."

This report summarizes the evaluation committee's Demonstration Project Evaluation visit to CBC on April 18-19, 2017. The review was conducted based on the Guidelines for the Demonstration Project, published by the Northwest Commission on Colleges and Universities. The committee's charge was to evaluate CBC's three-year research project, a theory-based venture into Critical Thinking, with an emphasis on how general education assessments at the institutional level can provide data to support mission fulfillment. CBC provided the evaluation committee with the Demonstration Project Report, Appendices, a list of electronic exhibits, as well as supporting documentation during the visit. The electronic exhibits provided access to previous accreditation self-studies along with governance documents and policies, core theme monitoring reports, strategic and area planning documents, and other supporting materials. The evaluation committee found the self-evaluation report and support materials to be well-organized.

Critical thinking has been the primary, though not exclusive, research focus of the CBC Teaching and Learning Committee. The Demonstration Project report summarized the conceptual and research issues associated with studying critical thinking. The study was designed to achieve several research objectives including to evaluate the impact of attendance at CBC on students' critical thinking skills and to incorporate measures into the development of performance indicators for student learning outcomes. Several possible critical thinking assessment instruments were reviewed, and the Collegiate Learning Assessment (CLA+), developed by the Council for Aid to Education (CAE) was selected. The CLA+ measures critical thinking, problem-solving, scientific and quantitative reasoning, written communications ability, and the ability to critique and make arguments. The CLA+ was administered three times: Fall, 2014 (n= 102); Spring, 2015 (n=94); and Fall, 2015 (n=135). Final statistical analyses, using the entire dataset, were completed in October 2016.

The evaluation committee thanks the College for the availability of faculty, staff, students and administrators to answer questions and provide further documentation as needed. The evaluation committee wishes to express their appreciation to all those who contributed to the Demonstration Project and who were interviewed, or in any other way facilitated the evaluation effort. Faculty, staff, administrators and students were accessible and forthright.

III. Mission Fulfillment

The Carver End States Model is CBC's method of measuring mission fulfillment. The model has been used for many years, and it has been revised over time to reflect a gradual evolution more focused on student learning and success (e.g., the Access core theme was eliminated, and the core themes were revised to reflect student outcomes rather than the typical inputs). Open Systems Theory is used as a conceptual model for mission fulfillment. Briefly, the model illustrates Inputs (the current situation and resources), Throughputs (the environment, activities, and teaching and learning processes), Outputs (student achievement, personal growth, and preparation) and Feedback (institutional and student learning assessment results) that guides improvements and organizational change. The model is operationalized through the strategic goals and supporting action plans. The strategic goals are linked to one or more of the Core Themes (End States), and thus logically tied to resource allocation. The analysis of CBC's mission incorporates some assessment results of the College-wide General Education Student Learning Outcomes (SLOs) in the Academic Core Theme, along with direct measures in other Core Themes where appropriate (e.g. the Workforce Core Theme).

Assessing mission fulfillment at CBC involves an aggregated statistical analysis of performance outcomes from all of the Core Themes. The Core Theme outcomes are measured using a common scale so that the performance in each of the Core Themes is readily determined. CBC uses an evaluative scale of "good," "neutral," or "poor" performance. The College admits the need for more research and development of evaluative scales for some measures (e.g. standards of performance supported by research, logic or comparative data). The recently retired Dean of Institutional Effectiveness and the new Dean of Organizational Learning have strong educational research backgrounds and are committed to enhancing the use of direct measures supported by standards of performance or comparative data.

A theory of education (all students can learn) and three General Education principles provided a framework for the Demonstration Project study. The three principles of General Education identified in the study are: 1) clearly delineate program sequences for entering students through completion; 2) document core components that represent overall goals for students (intellectual growth, critical thinking, and cultural competence; and 3) incorporate concepts and practice from rigorous research as part of standard practice. It was evident from interviewing various faculty that the College-wide SLOs are widely recognized and supported, yet most were unaware of the stated General Education principles and even less aware of the Demonstration Project and its results. Notwithstanding, when discussed with faculty, most were able to provide examples of course and program level activities that directly support accomplishment of the principles.

CBC has used the Carver End States model for many years and is working to incorporate direct measures of student learning into the indicators. At the institutional level, student learning is measured in the Academic Core Theme using the following indicators:

- Students Demonstrate Progress: Fall-to-fall retention rates
- Post CBC Performance: The transfer rate of CBC students to baccalaureate institutions
- Student Learning Outcomes: Perceptions and CLA+ scores (Critical Thinking, Quantitative Reasoning, and Written Communication, 2017) (annual rotation of one SLO per year established through 2022)
- Effective Teaching: Student perceptions of classroom engagement and interactions with faculty are very positive.
- Quality Support Programs: *Pending* program review data.

The recent CLA+ scores and sub-scores (the Demonstration Project) allowed an assessment of CBC's SLOs related to Critical Thinking, Quantitative Reasoning, and Written Communications. In addition to the use of the CLA+ for research purposes, the data were used to create indicators of student learning outcomes (SLOs). These indicators were then incorporated in the annual assessment of CBC's Academic Core Theme in winter 2017. Annual Core Theme and Mission Fulfillment Monitoring Reports provide extensive comparative data for the institution; however, they consist mostly of indirect measures. CBC has no plans to use the CLA+ into the future but has instead used the results from the study to develop student learning indicators at the institutional level. Since the new CLA+ SLOs have been incorporated into the Academic Core Theme, it does raise the question of how the College will measure the SLOs into the future. Additionally, although a timeline for assessing the SLOs is included in the instructional strategic plan, a detailed plan for how the assessment activities will be accomplished was not evident.

IV. Assessment Methodologies

The General Education program at Columbia Basin College is crafted around a set of campus-wide student learning outcomes (SLOs): 1) Think Critically, 2) Reason Quantitatively and Symbolically, 3) Communicate Effectively, 4) Apply Information Tools and Resources, 5) Develop Cultural Awareness, and 6) Master Program Learning Outcomes. The first five SLOs constitute the General Education component of the student's education at CBC. The sixth outcome relates to the students' accomplishment of the overarching outcomes of a particular degree program.

Course syllabi include the course outcomes, which are correlated with their respective campus-wide SLOs. In some instances, evidence was found that the syllabi also include the ways in which instructors assess student achievement of the SLOs and course outcomes. Some departments include the course assessment strategies as part of a departmental addendum. The Curriculum Committee vets all class proposals and class changes to ensure that they articulate the SLOs and course outcomes. The Quality Matters rubrics are used for evaluating online classes.

For SLO 6, Master Program Learning Outcomes, a new program review process, began in December 2016, examines the program outcomes and assesses the degree to which students achieve program learning outcomes. The College provided links to several program review documents created under the previous process. The documentation is comprehensive but does not focus on student learning outcomes assessment; thus, the team is unable to comment on the new process and how it incorporates student learning and assessment. According to the Demonstration Project Report and a PowerPoint presentation "ASSESSMENT Culture at Columbia Basin College," SLO 6 will be the focus of assessment during AY 2018. Faculty and administration admitted the process would evolve further to touch on core themes and SLOs. Its intent is to serve as a goal-setting document. The Demonstration Project report and the presentation designate a timeline for which each SLO will be the research topic of focus:

- 2017: Outcome 5: Develop Cultural Awareness
- 2018: Outcome 6: Master Program Learning Outcomes
- 2019: Outcome 1: Think Critically
- 2020: Outcome 2: Reason Quantitatively & Symbolically
- 2021: Outcome 3: Communicate Effectively
- 2022: Outcome 4: Apply Information Tools and Resources

The evaluation committee notes that CBC has many institutional plans, but instructional assessment at the program and college levels appears to be in early stages. The overall institutional strategic plan through 2020 was provided to the evaluators and contains a strategic objective and goals for strengthening SLO assessment. As previously mentioned, the timeline for assessing the SLOs is part

of the assessment plan. The team notes that CBC is committed to making research and data-informed decisions across the spectrum of the College's undertakings. The Dean for Organizational Learning, who has been employed at CBC for approximately one year, has a Ph.D. from an R1 research university and brings tremendous expertise and passion to the task of assessing institutional and instructional effectiveness.

Currently, institutional assessment at CBC consists primarily of indirect assessment measures but does include some direct measures. Examples of direct assessment measures include the performance task assessments and the CLA+ assessment that was administered in conjunction with the College's Demonstration Project. Examples of indirect measures include course completion calculations, faculty workshops on placement exams, student surveys, faculty surveys, and qualitative student reflection assessments. One recent change was made to the course evaluation system. The online form now allows for customized questions that allow CBC to collect information from students on what they learned particular to an area of study.

This study identified a need to develop a meaningful set of measures that focus on student skills and abilities to complement and reinforce CBC's efforts to retain and graduate students. The CLA+ data analysis performed by CBC is at a depth not commonly found in community college assessment. It presented both opportunities and challenges. One challenge was determining how to operationalize skill attainment, and how to identify meaningful differences in learning constructs. CBC has identified admirable goals for further assessment:

- Measures of two-year domain specific critical thinking skills.
- Transition to employment: ways to measure or to gather employer perceptions.
- Methods for measuring more informed and reasoned position on issues (citizenship).
- Measures of contributions to well-being and better choices.

The Demonstration Project was an intensive research project that has not reached fruition. The data has not been widely disseminated, and the College is still in the planning stage to identify how they will use the data.

V. Analysis of the Assessment Data

An in-depth review of the Critical Thinking literature was provided. Although perhaps more in-depth than necessary in a self-study report, it did provide a comprehensive view of the many barriers to achieving Critical Thinking Skills (CTS) and the distinct and opposing constructs for teaching CTS. Several instruments were discussed in detail. The CLA+, a long-standing instrument, was researched and selected because of its face validity and reliability.

A detailed analysis of the CLA+ data was provided including a total score comparison against national norms, intercorrelation of scores and time and effort spent, and demographic correlations. CBC performed regression analyses of independent variables (gender, parents' education level, English as a primary language, cumulative credits, cumulative GPA, COMPASS scores, and entering academic ability) to provide predictive data. The regression analysis showed that nearly 40% of the variance in the CLA+ Total Score was explained by the independent variables and two independent variables were significant: cumulative credits, and entering academic ability (EAA). In a second run, EAA was removed resulting in three significant results. First, Cumulative Credits was much more influential without the EAA. Also, two language-related variables became significant predictors: COMPASS Reading and English as Primary Language.

The CLA+ scores and sub-scores allowed an assessment of CBC's SLOs related to Critical Thinking, Quantitative Reasoning, and Written Communications. The deep research into theory, careful selection of the instrument, and three rounds of assessment resulted in a discussion of broader implications:

- A proposal to incorporate the CLA+ scores as a measure of SLOs into the Academic Core Theme
- The ability to incorporate direct indicators into Mission Fulfillment
- Deep data analysis using statistics
- An institutional commitment to research-based assessment and statistics
- An honest appraisal of strengths and weaknesses of the research

The Demonstration Project study was well controlled, validated, and scored by trained scorers. There was a weakness in the fact that three different sessions were given resulting in three different performance task assessments. Additionally, sampling was difficult and students self-selected to take the test and were provided rewards for doing so. The high cost of the assessment also likely precludes its future use at CBC. The College has not had time to decide how the results of the study will guide changes, improvements, or future assessment practices.

VI. Continuous Improvement

Assessment results at CBC are utilized through the "Plan, Do, Check, Act" cycle. The action steps provided in the report, and through discussions with faculty, mostly aimed at course level assessment, curricular processes, and professional development. Examples provided include a standard matrix linking course-level outcomes to program level outcomes and college-wide SLOs, and the addition of a pre-college Human Development class to improve retention rates. With the removal of the COMPASS Placement test, numerous math improvements have been made, such as revising placement scores, redesigning the pre-college sequence, new curriculum, and math boot camps.

In interviews, faculty, other than those on the Teaching and Learning Committee, could not speak to the Demonstration Project nor the results of the project. The analysis of the data just recently concluded and the College does have plans to share the data with the campus community. Faculty did discuss various means of assessment at the course and program level. For example, the psychology instructors share outcomes, have in-depth conversations about the results of assessment, have linked their course outcomes to the College-wide SLOs, developed paths for advising, and have used the results of their conversations to make improvements to the outcomes and assignments. In several conversations, signature assignments and common rubrics were discussed, but the evaluation committee did not see evidence of the assignments or rubrics.

Faculty appears to be attuned to the value of measuring student learning, but many have not quite conceptualized how meaningful assessment of student learning outcomes might be put into an institutional framework to demonstrate mission fulfillment. It appears that the Teaching and Learning Committee, which will drive the assessment work, understands the need for faculty in many different areas to frame the outcomes in a meaningful way in their programs and disciplines. The faculty clearly value student success and see assessment as a method to help students work through programs and degrees. It was evident that CBC's SLO assessment data is variable and for the most part managed at the course level. However, this study has provided data to help the College move forward with planning and assessment at the institutional level.

VII. Evaluation of Mission Fulfillment

Columbia Basin College has the institutional resources and capacity to continue to achieve its intended mission. The Demonstration Project Report included links to the most current Core Theme Monitoring Reports. Those reports are thorough and contain ample data and analysis to assess the degree to which each core theme has been accomplished. The Monitoring Reports clearly identify areas that need work, and CBC appears to be “closing the loop” by creating actions and continuously working toward improvements.

In addition to the Monitoring Reports for each Core Theme, a summative report, the Mission Fulfillment Report, contains meta-analyses of each report to indicate the degree to which CBC has attained mission fulfillment. This report provides the scores for each of the core theme indicators. The Mission Fulfillment Report also provides a summary of the College’s accomplishments and suggestions for changes that need to occur based on the data. An example of a “closing the loop” action is found in the Academic Core Theme wherein it was determined that retention needed to be enhanced. Consequently, the College added a Human Development course for all students who scored at the pre-college levels in two or more placement tests. The first-year results indicated that the course has resulted in an estimated 5 percent increase in retention rates. The Teaching and Learning Committee has increased faculty representation on the committee and is planning for professional development, and working on assessing the Cultural Awareness SLO in 2017-2018.

To summarize, General Education is just a portion of the overall Mission Fulfillment model outlined by CBC. The Monitoring Reports are effective and provide robust comparative data; however, they are heavily based on indirect evidence, and little is aimed at General Education Assessment. The SLOs have been incorporated into the Core Themes (End States). The College has developed a timeline for incorporating the SLOs into the Core Themes, and the Demonstration Project provided rich data and a set of recommendations outlining future directions, based upon the evaluation of mission fulfillment.

VIII. Evidence of Standard 2 Compliance

Please see Appendix A: Evaluation of Standard 2 – Resources and Capacity, attached hereto.

IX. Evaluator Findings and Best Practices

Findings: It was evident to this team that Critical Thinking has been widely adopted, and is understood at every level within the College from students, to faculty, to administration, and to Board Members. Conversations with CBC constituents yielded the following:

Students indicated that the Critical Thinking Outcome is prominent in every syllabus and “located at the top of every syllabus.” They also indicated that critical thinking is practiced in classes through discussion. Students feel free to discuss their diverse views openly and feel well-supported and encouraged by faculty.

Faculty indicated they work to build their curriculum from simple to complex building upon previously learned information. Faculty also indicated they “prepare students for culture and society” and that they hope that their courses help students to “redefine their goals and their place in society.”

The administration is invested in and supports research-based learning theory as evidenced by participation in the Demonstration Project. The College researchers, the

Vice President of Instruction, and members of the Teaching and Learning Committee are interested in working with faculty to develop authentic assessments based on performance tasks that provide a deeper view into learning, teaching pedagogy, and critical thinking.

One board member stated that Critical Thinking permeates every aspect of instruction, and that “students will leave as better Critical Thinkers as a result of their experiences at Columbia Basin.”

It was evident the College has a framework for institutional assessment outlined in this Demonstration Report in its Institutional Effectiveness Model. The College should move forward with, and further develop this model to include student learning outcomes.

We heard many ideas for developing performance task measures of assessment, but the methods are not clear to all faculty. We encourage the College to develop the methods more deeply within the institution.

We found evidence of transparency and trust at all levels. The trust between the board and the leadership is clearly an important factor in CBC’s success.

We found evidence of research-based practice and efforts to create meaningful measures that represent progress toward the mission. We encourage the College to build on and continue with this practice.

It was evident that the results of this study have not been disseminated broadly as of yet. We encourage the College to make the campus aware of the results and to use the results to guide deeper and more meaningful assessment into the future.

It was evident that course-level assessment practices are strong, but that the College needs to increase the attention on student learning in the bigger picture, the institutional level.

It was evident that the Core Themes (End States) measures are for the most part indirect. Indirect measures should augment student learning measures, and the focus on developing student learning measures should increase.

We encourage continued work on program review and the use of program student learning outcomes results to guide program improvements.

We did not see strong evidence of “closing the loop” on assessment. We encourage the College to grow the conversation among faculty.

We did not see evidence of a comprehensive student learning outcomes assessment plan. We encourage the College to develop a plan that includes methods and actions corresponding to the timeline created to assess the SLOs through 2022.

Best Practices: One of the most important elements of the four Demonstration Projects conducted by the Northwest Commission on College and Universities (NWCCU) is to provide a “toolbox” of ideas to enhance teaching and learning throughout the NWCCU region. A few of those ideas from Columbia Basin include:

CBC has created a professional development library that includes such topics as teaching methods and assessment techniques. Examples of best practices include in-depth discussions on research articles among members of the Teaching and Learning Committee that are then shared with their respective departments.

CBC holds training seminars on teaching and learning, e.g. how to use e-books, course outcomes, assessment practices, learning communities, rubric development, and use of the quality matters rubric. Topical roundtable discussions on teaching and learning are held each month. The College also has a mentor-mentee program for new faculty.

CBC has expanded their course evaluation process to include customized questions to help guide curricular improvements. To prompt students to complete online course evaluations, one instructor said that he gives extra credit to all class members if 80% of students in the class complete the evaluation.

CBC is committed to well-researched theory as the basis for addressing the different variables that impact a student's preparation for college-level study. For example, a Human Development course was created in response to the need to support underprepared or at-risk students.

CBC funds annual grant proposals for faculty to conduct interdisciplinary or collaborative assessment efforts. As a result, the faculty has undertaken innovative efforts to enhance their assessment practices.

CBC has campus-wide strategies for teaching critical thinking skills that include stand-alone critical thinking coursework as well as domain-specific work and explicit content.

CBC participated in the Demonstration Project, and it has laid the groundwork for developing further research-based assessment practice. CBC and the evaluation committee encourage the Commission to provide guidance, direction, and development on how to assess student learning. The strategies could include cross-institutional collaboration or professional development opportunities from experts in the field.

Conclusion:

Columbia Basin College's three-year participation in the Demonstration Project focused on a detailed study of critical thinking. A review of the literature illuminated the vastly different definitions of what critical thinking means, how critical thinking is assessed, and how critical thinking skills can be taught in the college setting. After careful research, CBC chose to administer the CLA+ critical thinking assessment, a nationally normed instrument. It was administered in three rounds to approximately 100 students in each round, and a total of 331 students. Once it was administered, an extensive analysis of the data took place. The data underwent regression analyses to determine the statistical significance of a host of independent variables. The work resulted in three SLOs, (Critical Thinking, Quantitative Reasoning, and Written Communication) being incorporated into the Academic Core Theme in 2017. The project has laid a foundation for including institutional evidence of Student Learning Outcomes in CBC's Core Themes. A timeline for addressing the six SLOs, one per year through 2022, was created and is included in the College's instructional strategic plan.

The interest in critical thinking began around 2010 when CBC leaders read the book *Academically Adrift* and asked themselves if CBC would better serve its students if efforts to teach critical thinking skills were incorporated into the teaching culture of CBC. The College administered a locally developed critical thinking assessment that further reinforced the need to find ways to help CBC

students develop their critical thinking skills. The college then chose a nationally normed instrument for the Demonstration Project. The results and analyses of the Demonstration Project data validate the College's passion for focusing on the development of critical thinking skills.

The value of CBC's commitment to instilling critical thinking was made particularly clear when the evaluation committee met with a group of students. Though just a small group of six students, and thus not a statistically significant sample size, this focus group nonetheless demonstrated the impact that can take place when students have instructors who are committed to providing students a haven for exploring and articulating their viewpoints in a cogent and respectful manner. In a world that is increasingly hostile to differences of beliefs and ideologies, the evaluation committee was heartened to see the impact that the focus on critical thinking skills can have on students who are preparing to go out into the world as contributing and productive members of society.

As well-evidenced at CBC, the Core Theme model is working. When carefully crafted, such as CBC's, it is a robust model that represents accomplishment of the mission. This evaluation committee believes that student learning outcomes assessment, not just General Education assessment, should be heavily represented in the Core Themes. In truth, most colleges and universities need to work on evidencing student learning, particularly at the institutional level. However, a complete transition to Core Themes that are entirely focused on General Education student learning outcomes assessment will deny a college its unique identity. For example, community colleges are committed to workforce development and meeting industry needs, religious colleges are deeply informed by their values and sponsoring organization, and a tribal college is deeply committed to its heritage. All of these values should be reflected in a college's mission statement, its core themes, and its definition of mission fulfillment. The evaluation committee encourages the Commission to consider how student learning outcomes can be incorporated into mission fulfillment while maintaining the integrity of the existing core theme framework.

Appendix A: Evaluation of Standard Two - Resources and Capacity

2.A. Governance, Governing Board, Leadership and Management, and Policies and Procedures

- 2. A.1 The evidence exists to support the standard.
- 2.A.2 The evidence exists to support the standard.
- 2.A.4 The evidence exists to support the standard.
- 2.A.5 The evidence exists to support the standard.
- 2.A.6 The evidence exists to support the standard.
- 2.A.7 The evidence exists to support the standard.
- 2.A.8 The evidence exists to support the standard.
- 2.A.9 The evidence exists to support the standard.
- 2.A10 The evidence exists to support the standard.
- 2.A.11 The evidence exists to support the standard.
- 2.A.12 The evidence exists to support the standard.
- 2.A.13 The evidence exists to support the standard.
- 2.A.14 The evidence exists to support the standard.
- 2.A.15 The evidence exists to support the standard.
- 2.A.16 The evidence exists to support the standard.
- 2.A.17 The evidence exists to support the standard.
- 2.A18 The evidence exists to support the standard.
- 2.A.19 The evidence exists to support the standard.
- 2.A.20 The evidence exists to support the standard.
- 2.A.21 The evidence exists to support the standard.
- 2.A.22 The evidence exists to support the standard.
- 2.A.23 The evidence exists to support the standard.
- 2.A.24 The evidence exists to support the standard.
- 2.A.26 The evidence exists to support the standard.
- 2.A.27 The evidence exists to support the standard.
- 2.A.28 The evidence exists to support the standard.
- 2.A.29 The evidence exists to support the standard.
- 2.A.30 The evidence exists to support the standard.

2.B Human Resources

- 2.B.1 The evidence exists to support the standard.
- 2.B.2 The evidence exists to support the standard.
- 2.B.3 The evidence exists to support the standard.
- 2.B.4 The evidence exists to support the standard.
- 2.B.5 The evidence exists to support the standard.
- 2.B.6 The evidence exists to support the standard.

2.C Education Resources

- 2.C.1 The evidence exists to support this standard. However, there is inconsistency within the syllabi to indicate how assessment of course outcomes takes place.
- 2.C.2 Some evidence exists to support the standard. Course outcomes and Campus-wide Student Learning Outcomes (SLOs) are published in syllabi. Consistent evidence was not found with regard to the publication of program outcomes and consequently how the program curricula are connected to the program outcomes.
- 2.C.3 The evidence exists to support the standard.
- 2.C.4 The evidence exists to support the standard.
- 2.C.5 The evidence exists to support the standard.
- 2.C.6 The evidence exists to support the standard.
- 2.C.7 The evidence exists to support the standard.
- 2.C.8 The evidence exists to support the standard.
- 2.C.9 The evidence exists to support the standard.
- 2.C.10 The evidence exists to support the standard.
- 2.C.11 Some evidence exists to support the standard. The A.A.S. and Certificate programs contain the Related Instruction elements of Communication, Computation, and Human Relations. Consistent evidence was not found to verify that the applied degree and certificate programs have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes.
- 2.C.12 N/A
- 2.C.13 N/A
- 2.C.14 N/A
- 2.C.15 N/A
- 2.C.16 The evidence exists to support the standard.
- 2.C.17 The evidence exists to support the standard.
- 2.C.18 The evidence exists to support the standard.
- 2.C.19 The evidence exists to support this standard.

2.D Student Support Resources

- 2.D.1 The evidence exists to support the standard.
- 2.D.2 The evidence exists to support the standard.
- 2.D.3 The evidence exists to support the standard.
- 2.D.4 The evidence exists to support the standard.
- 2.D.5 The evidence exists to support the standard.
- 2.D.6 The evidence exists to support the standard.
- 2.D.7 The evidence exists to support the standard.
- 2.D.8 The evidence exists to support the standard.
- 2.D.9 The evidence exists to support the standard.
- 2.D.10 The evidence exists to support the standard.
- 2.D.11 The evidence exists to support the standard.
- 2.D.12 The evidence exists to support the standard.
- 2.D.13 The evidence exists to support the standard.
- 2.D.14 The evidence exists to support the standard.

2.E Library and Information Resources

- 2.E.1 The evidence exists to support the standard.
- 2.E.2 The evidence exists to support the standard.
- 2.E.3 The evidence exists to support the standard.
- 2.E.4 The evidence exists to support the standard.

2.F Financial Resources

- 2.F.1 The evidence exists to support the standard.
- 2.F.2 The evidence exists to support the standard.
- 2.F.3 The evidence exists to support the standard.
- 2.F.4 The evidence exists to support the standard.
- 2.F.5 The evidence exists to support the standard.
- 2.F.6 The evidence exists to support the standard.
- 2.F.7 The evidence exists to support the standard.
- 2.F.8 The evidence exists to support the standard.

2.G Physical and Technological Infrastructure

- 2.G.1 The evidence exists to support the standard.
- 2.G.2 The evidence exists to support the standard.
- 2.G.3 The evidence exists to support the standard.
- 2.G.4 The evidence exists to support the standard.
- 2.G.6 The evidence exists to support the standard.
- 2.G.7 The evidence exists to support the standard.
- 2.G.8 The evidence exists to support the standard.