CRITERION 3: Teaching and Learning: Quality, Resources, and Support
The institution provides quality education, wherever and however its offerings are delivered

Core Component 3A: The rigor of the institution's academic offerings is appropriate to higher education

3A1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.

How do you know that your courses and programs are current?
How do you know that your learning outcomes are appropriate for Associate degree work - as opposed to high school level or bachelor's level?

3A2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-bacc, post-grad, and certificate programs.

Do you have learning outcomes for your courses, programs, and the institution?
Are they measurable?

3A3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

How does your department know that learning is consistent in all sections of a course? (Including online, or different location, or dual credit)

Core Component 3B: The institution offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments

3B1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

How does our general education program relate to ECC's mission?
Describe the purposes, content, learning outcomes of ECC's general education requirements.

3B2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

What is the framework that influences our general education program?
What is the role of MODESE in determing our general education program?
Where does ECC take ownership on decisions about general education? Are there particular areas where we have our own learning goals for students - an emphasis slightly different from the state's prescribed goals?

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CRITERION 3: Teaching and Learning: Quality, Resources, and Support

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Core Component 3B: The institution offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments

3B3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

How do students develop an understanding of human and cultural diversity and the ability to apply it?
What learning outcomes in your courses relate to human and cultural diversity?

3B4. The faculty and students contribute to the scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Give some examples of the scholarship, intellectual inquiry, creative work, or research work that has come our of your department - both from faculty and students.

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

3C1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

How does the composition of ECC's faculty and staff reflect our community?
What opportunities for growth in this area have been identified?

3C2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student perfromance, assessment of student learning; and establishment of academic credentials for instructional staff.

Does ECC have enough faculty members to complete the work in the classroom and outside of the classroom?
What are some examples of non-classroom roles of faculty at ECC?
Are faculty given time to conduct that non-classroom work?

3C3. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial offerings.

How does ECC make sure that all instructors are qualified to teach?
Where do dual credit instructors fit in this process?
Are faculty qualifications regularly reviewed?
What is ECC's tested experience policy? How does it work? Who does it apply to?

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Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

3C4. Instructors are evaluated regularly in accordance with established institutional policies and procedures

Are faculty evaluated regularly?
What is the evaluation process?

3C5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

How do faculty show that they are staying current in their field?
How does ECC support faculty professional development?
Which faculty are eligible for professional development?
How does that program work?

3C6. Instructors are accessible for student inquiry.

How do faculty in your department make themselves available for students?

3C7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained and supported in their professional development.

How are support staff members trained?
What kind of professional development opportunities are available to support staff?
What are the qualifications required to be hired in support staff roles?

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CRITERION 3: Teaching and Learning: Quality, Resources, and Support
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Core Component 3D: The institution provides support for student learning and resources for effective teaching.

3D1. The institution provides student support services suited to the needs of its student populations.

Describe some of the different ways that support services are provided to our students. How does ECC reach out to the different support needs of our different student populations?

3D2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

How does ECC make sure that students are prepared for the courses they placed into? Describe the testing and placement strategies for incoming students. How do you know that the developmental courses and program is working? How does ECC provide learning support to our students?

3D3. The institution provides academic advising suited to its offerings and the needs of its students.

Describe how ECC provides academic advising to our students. How does the academic advising meet the needs of our students? How do we evaluate the academic advising process?

3D4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

Describe some of the ways that ECC provides infrastructure and resource support to students and instructors. Are the teaching and learning resources up-to-date? Do they work? Describe the types of technology trainings provided.

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