**Mock Questions for Criterion 4.**

**Teaching and Learning: Evaluation and Improvement**

**The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.**

Core Components

**4.A. The institution ensures the quality of its educational offerings.**

1. The institution maintains a practice of regular program reviews and acts upon the findings.

* Describe BRTC’s program review process.
* How do you know all programs are submitting program reviews?
* Does the program review process change often?
* Do programs make changes based on program reviews? Can you give examples?
* Are program reviews useful?
* Are faculty involved in course and program assessment?
* How has program assessment at BRTC changed over the years?
* Is your program more effective than it was 5-10 years ago?
* How do program assessment results impact your budget and planning processes?
* How are online programs assessed?
* Describe BRTC’s process for course creation.

1. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

* How does BRTC evaluate the credits that it transcripts?
* Does BRTC award credit for experiential learning or prior learning? If so, what is the process for determining the credit given?

1. The institution has policies that ensure the quality of the credit it accepts in transfer.

* Does BRTC have policies regarding the transcription of credit?
* How does BRTC endure the quality of the credit it accepts for transfer?

1. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

* How does BRTC maintain authority over the prerequisite for courses?
* How does BRTC ensure the rigor of courses and consistency in rigor across similar courses?
* Does BRTC maintain authority over expectations for student learning?
* Are BRTC courses as rigorous as courses at other colleges?
* What learning resources do BRTC students have access to?
* Who decides what learning resources are offered to BRTC students?
* Who decides on faculty qualifications for programs?
* Who decides on faculty qualifications for dual credit programs?
* How do you know BRTC’s concurrent courses are equivalent in learning outcomes and rigor?
* Do you believe BRTC’s concurrent education courses meet college-level expectations?
* Where are course learning outcomes documented?
* How are you made aware of BRTC’s student learning outcomes? Where is that information located?
* How do you go about changing learning outcomes at BRTC?

1. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

* Are any of BRTC’s programs accredited by a third party or outside accreditor?
* What value does third-party accreditation bring to BRTC programs?
* Does BRTC have any programs that are not accredited by a third party that should be?

1. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

* How does BRTC evaluate the success of its graduates?
* Are BRTC’s methods for evaluating graduate success effective?
* How do you know that BRTC’s programs are appropriately serving the community?
* How do you know that BRTC students are achieving what they want to achieve with a BRTC education?
* What indicators does BRTC use to inform the college that it is performing as it should?
* How are your students doing once they graduate?

**4.B.** **The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.**

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

* Describe BRTC’s processes for the assessment of student learning.
* How do instructors ensure students are achieving learning goals?
* How does BRTC define co-curricular offerings?
* How are co-curricular offerings identified?
* How are co-curricular offerings assessed?
* How are courses assessed at BRTC, and are these practices effective?
* How does BRTC ensure compliance with assessment processes?
* Tell me about BRTC’s assessment program. How was it developed?
* Is BRTC’s assessment program well-known throughout the institution?

1. The institution uses the information gained from assessment to improve student learning.

* How does BRTC use information gained from assessment?
* How do faculty use information gained from course assessment?
* How do faculty use information gained from program assessment?
* How do faculty use information gained from gen ed assessment?
* In what ways do faculty document improvement to student learning?

1. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

* Are BRTC faculty generally satisfied with assessment practices at the college?
* How do you know BRTC’s assessment processes reflect good practice?
* How do you know that all faculty are participating in assessment?
* How do those other than faculty participate in the assessment of student learning?
* What role do adjunct and concurrent faculty play in assessment?

**4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.**

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

* What are BRTC’s goals for retention, persistence, and completion?
* Are BRTC’s goals for retention, persistence, and completion ambitious, attainable, and appropriate?
* How does BRTC assess retention, persistence, and completion (i.e., student success)?
* How often do you see data on student retention, persistence, and completion?
* Do programs have their own goals for retention, persistence, and completion?

1. The institution collects and analyzes information on student retention, persistence and completion of its programs.

* How does BRTC collect and analyze information on student retention, persistence, and completion in programs?
* In what ways do programs document their collection and analysis of student success data?

1. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

* How does BRTC utilize information on student retention, persistence, and completion in programs?
* In what ways do programs document their use of student success data?
* Are there any weaknesses in regard to BRTC’s use of assessment data?
* Are BRTC programs improving?

1. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

* How do you know BRTC’s assessment processes for reviewing student success data reflect good practice?
* What types of data does BRTC use for persistence and completion rates?
* How does BRTC define retention? What about completion?
* Does BRTC use IPEDs data?
* How do you know BRTC’s data on student completion and retention are suitable to the institution and its students?
* How often does BRTC review data on student success?
* Does BRTC review the success of its online students?
* Does BRTC review the success of students by location?