



HLC Criterion 3: Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

Criterion 3.A: Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

What Evidence Exists?

JALC's Dual Credit Programs

How Is the Evidence Used in College Operations?

- Curriculum & instruction controls: C2 requires Statements of Equivalency and paired syllabi (ENG 101, MAT 100, HIT 217) that liaisons and chairs use to approve and align dual credit sections; F2 onboarding (Report 1 + discipline training notes) and F3 annual workshops operationalize expectations and support faculty.
- Quality monitoring & operational decisions: C3 site visits (Report 4) and assessment practices (common finals, rubrics, MyLab) verify delivery and grading; Team Leader agendas/minutes/slides turn findings into scheduling, policy, and program changes (e.g., section planning, BIO 205 prerequisite, W/F policy, MAT 100→115).

How Do We Know It's Effective?

- External & documentary validation: NACEP re-accreditation (7 years) confirms program quality; paired syllabi show one-to-one equivalency in credits/objectives/evaluations across campus and CEP; Statements of Equivalency commit disciplines to consistent assessments and grading.
- Measured practice & continuous improvement: Signed site-visit reports document satisfactory delivery and corrective follow-ups; PD attendance tracking and meeting summaries show implemented changes (e.g., shared Health Sciences final, rubric clarity/D2L use, policy shifts like BIO 205 prerequisite, W/F probation, MAT 100→115), evidencing an active feedback loop.

Criterion 3.B: Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

What Evidence Exists?

JALC's Program Requirements Documentation

How Is the Evidence Used in College Operations?

- Data-driven CQI & resource decisions: Certification sub-scores, graduate/employer surveys, and advisory-committee minutes trigger targeted changes (e.g., weekly Hematology morphology quizzes; adding MLT 230 Parasitology & Mycology and MLT 124 Coagulation; adoption of Trajecsys for clinical evaluation; phlebotomy seat caps and vendor demo planning).





- Embedded in formal governance & transparency: Evidence feeds NAACLS-required cycles (Interim 2024, Progress 2026, Self-Study 2029) and public outcomes posting, informing curriculum maps, clinical rotations/scheduling, and student supports in alignment with HLC Criterion 3.B (Exercise of Intellectual Inquiry).

How Do We Know It's Effective?

- Measured learning & program gains: Post-intervention Hematology average rose to 553 (vs. national 506); ASCP-BOC pass rates 88% / 78% / 100% (3-yr avg 86%); 3-yr graduation avg 94%—all evidencing stronger inquiry, analysis, and communication skills.
- External validation & market outcomes: NAACLS Continuing Accreditation through 10/31/2030 with positive interim review findings and 100% placement across the last three reported years confirm effectiveness and relevance to practice.

Criterion 3.C: Sufficiency of Faculty and Staff

The institution has the faculty and staff needed for effective, high-quality programs and student services.

What Evidence Exists?

The Faculty Preparation, Orientation, and Support

How is the Evidence Used in College Operations?

- Standardized onboarding & role clarity across the employee lifecycle: New Faculty Orientation + yearlong Academy set common processes, while the Mentor Pack's Reports 1–4 operationalize day-one readiness and the Dual Credit Liaison Handbook/Package embeds discipline-specific oversight and site-visit expectations.
- Coverage, continuity, and PD/audit readiness: Adjunct Orientation codifies ICCB-compliant class-cancellation and qualified-substitute procedures; DSW artifacts document programming and referrals; ISBE 73-58 PD summaries and sign-in sheets record content, standards alignment, and attendance for audit and improvement.

How Do We Know It's Effective?

- Verified participation & external validation: Attendance is captured (DSW sign-ins) and PD outcomes are logged; Dual Credit's 7-year NACEP re-accreditation confirms processes meet national quality standards aligned to 3.C.
- Operational KPIs & direct observation: On-time syllabi in Simple Syllabus, required D2L/Qwickly and J1 submissions, and ADP onboarding checks show workflows function; mentor observations and liaison site-visit reports document classroom practice and curriculum fidelity for targeted follow-up.

Criterion 3.D: Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.





What Evidence Exists?

JALC's [Student Handbook](#)

How is the Evidence Used in College Operations?

- The Student Handbook guides policy enforcement, service coordination, and student engagement across departments.
- It supports accreditation compliance and ensures transparent communication of student rights and responsibilities.

How Do We Know It's Effective?

- Effectiveness is shown through improved student outcomes, feedback surveys, and staff usage of the handbook.
- Positive HLC evaluations confirm its role in documenting support services and qualified personnel.

Criterion 3.E: Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

What Evidence Exists?

JALC's Assessment Plans & Processes

How is the Evidence Used in College Operations?

- Faculty assess courses in structured Year A–C cycles, guided by committees that use shared documents and meeting notes to inform planning and decisions.
- Curriculum maps and Anthology tools support alignment with institutional goals, while public-facing resources ensure transparency and stakeholder access.

How Do We Know It's Effective?

- Faculty make course-level changes based on assessment data, and student evaluations are incentivized and used to improve instruction.
- Assessment results are integrated into strategic planning and committee work, demonstrating continuous improvement and institutional commitment.

Criterion 3.F: Program Review

The institution improves its curriculum based on periodic program review.

What Evidence Exists?

JALC's Nursing Program Review

How is the Evidence Used in College Operations?

- Annual program review data informs decisions on curriculum changes, faculty hiring, and delivery methods (e.g., adding hybrid options) to meet labor market needs and improve student access.
- Cost-effectiveness analysis and enrollment trends guide budget allocations and resource planning, ensuring sustainability and program growth.



How Do We Know It's Effective?

- First-time Nurse Aide exam pass rates are tracked and consistently meet state standards; no corrective actions have been required by the Illinois Department of Public Health.
- Employer surveys and graduate self-reports confirm strong employability and professionalism, with many students continuing into advanced healthcare programs.

Criterion 3.G: Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

What Evidence Exists?

JALC's Rankings and Benchmarks

How is the Evidence Used in College Operations?

- Data on retention, graduation, transfer, and licensure is used to guide strategic planning, allocate resources, and drive program improvements, ensuring student support and academic interventions are targeted where most needed.
- Disaggregated outcomes are reviewed annually to identify equity gaps, inform curriculum changes, and support transparency and accountability to stakeholders and accreditors.

How Do We Know It's Effective?

- JALC's student outcomes have improved measurably—retention rates increased by over 13 percentage points and licensure/job placement rates consistently exceed state averages.
 - Continuous monitoring and benchmarking confirm that interventions lead to sustained gains, as validated by external reviews and accreditation feedback.
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