

STUDENT LEARNING OUTCOMES IN THE ACCREDITATION STANDARDS ADOPTED JUNE 2014
Standard I.B.2: Student Learning Outcomes for all instructional programs and student and learning support services.
[Other administrative units support student learning through their goals and objectives.]

II.A. Instructional Programs	Standard II.A.3: Learning outcomes for courses, programs, certificates and degrees. <i>[Includes library and counseling courses.]</i>		
	A. ALL PROGRAMS	B. CTE CERTIFICATES AND DEGREES	C. DEGREE PROGRAMS
		Certificates: Columns A+B; Degrees: A+B+C	Column A+B+C
	Standard II.A.11	II.A.14	II.A.12, II.A.13
	In all programs, appropriate to program level: <ul style="list-style-type: none"> - Communication competency - Information competency - Quantitative competency - Analytic inquiry skills - Ethical reasoning - The ability to engage diverse perspectives <i>*[These are also ILOs at most member institutions which apply ILOs to all of their students]</i>	Graduates completing CTE certificates and degrees demonstrate technical and professional competencies that meet: <ul style="list-style-type: none"> - Employment standards - Preparation for external licensure and certification - Other applicable standards 	General Education SLOs include: <ul style="list-style-type: none"> - Responsible participation in civil society - Lifelong learning and application of learning - Broad knowledge of the development of knowledge, practice and interpretive approaches in the arts, humanities, the sciences, mathematics, and social sciences <i>*[Some member institutions equate the GE outcomes with ILOs, because their ILOs only apply to degree graduates.]</i>
	Appropriate to the program level: <ul style="list-style-type: none"> - Program-specific learning outcomes 		Discipline/Interdisciplinary Core: <ul style="list-style-type: none"> - Mastery at the appropriate degree level, of key theories and practices within the field of study
II.B. Library and Learning Support Services	II.B.1, II.B.2 <i>Library and learning support services</i> support student learning		
II.C. Student Support Services	II.B.3 Library and Learning Support Services are evaluated to ensure they contribute to the attainment of student learning outcomes.		Levels of Student Learning Outcomes
	II.C. 1 <i>Student support services</i> support student learning		
	II.C.2 Student support services and programs are appropriate to achieve the identified learning support outcomes for its student population.		

NOTES: * There is no separate “institutional learning outcome” requirement in the standards, but most institutions use ILOs as an articulation of institutional goals and objectives which are specific to student learning, either for all students or for the degree graduate part of the mission.

Rubric for Evaluating a College's Program Learning Assessment Processes

This tool can be used to help a college assess the status of its program learning assessment efforts. It can be particularly helpful when preparing for a review by any regional accreditor.

No plans	= No documented evidence that we have plans to do this.
No evidence	= Our college community is aware that we should do this, but there is no documented evidence that this is happening.
Nascent	= We have documented evidence that this is happening in just a few programs (for example, only in programs with specialized accreditation).
Some	= We have documented evidence—not just assurances—that this is happening in some but not most programs.
Most	= We have documented evidence—not just assurances—that this is happening in most but not all programs.
Pervasive	= We have documented evidence—not just assurances—that this is happening everywhere, including in liberal arts as well as professional programs, off- as well as on-campus locations, online as well as face-to-face programs, certificate as well as degree programs, and programs developed and delivered by third parties as well as your college.

		No plans	No evidence	Nascent	Some	Most	Pervasive
1	Programs have identified who coordinates the assessment of program learning outcomes.						
2	Program faculty collaborate to ensure that students achieve program learning outcomes.						
3	Program faculty have identified key program learning outcomes.						
4	Program learning outcomes are well stated.						
5	Programs are designed so that every student in the program has enough opportunities, in multiple courses, to achieve every program learning outcome.						
6	Program faculty have identified a capstone or other key points where students can demonstrate satisfactory achievement of each program learning outcome.						
7	Program faculty have defined rigorous but achievable standards for satisfactory achievement of each program learning outcome.						
8	Program faculty, including adjuncts as appropriate, understand their roles and responsibilities in assessing program learning outcomes.						
9	Programs have processes for collecting assessment evidence, aggregating it, and sharing and storing the results.						
10	Program faculty analyze the results and use the results to identify and implement improvements in teaching and learning throughout the curriculum, as appropriate.						
11	Program faculty use the results to support budget requests, goals, and plans.						
12	Program faculty periodically reflect on their assessment work and identify ways to keep it as simple and useful as possible.						

Developed by Linda Suskie, Assessment & Accreditation Consultant

Rubric for Evaluating a Program's Learning Assessment Processes

This checklist can be used to assess a program's work to assess its program learning outcomes.

1	The program has identified who coordinates the assessment of program learning outcomes.
2	Program faculty collaborate to ensure that students achieve program learning outcomes.
3	Program faculty have identified key program learning outcomes.
4	The program learning outcomes are well stated.
5	The program is designed so that every student in the program has enough opportunities, in multiple courses, to achieve every program learning outcome.
6	Program faculty have identified a capstone or other key points where students can demonstrate satisfactory achievement of each program learning outcome.
7	Program faculty have defined rigorous but achievable standards for satisfactory achievement of each program learning outcome.
8	Program faculty, including adjuncts as appropriate, understand their roles and responsibilities in assessing program learning outcomes.
9	The program has a process for collecting assessment evidence, aggregating it, and sharing and storing the results.
10	Program faculty analyze the results and use the results to identify and implement improvements in teaching and learning throughout the curriculum, as appropriate.
11	Program faculty use the results to support budget requests, goals, and plans.
12	Program faculty periodically reflect on their assessment work and identify ways to keep it as simple and useful as possible.

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ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges

**Accreditation Standards
Related to Student Learning Assessment**
(Adopted June 2014)

LEARNING OUTCOMES: INSTITUTIONAL

- I.A.2. The mission...informs institutional goals for student learning...

LEARNING OUTCOMES: PROGRAMS

- I.B.4. The institution defines...student learning outcomes for all instructional programs...using established institutional procedures.
- II.A.3. The institution identifies...learning outcomes for...programs, certificates, and degrees...using established institutional procedures.
- ER 9. The institution's principal degree programs...culminate in identified student outcomes.
- ER 11. The institution publishes for each program the program's expected student learning ...outcomes.
- II.A.13... The identification of specialized courses in an area of inquiry or interdisciplinary core ...include mastery, at the appropriate degree level, of key theories and practices within the field of study.
- II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

LEARNING OUTCOMES: GENERAL EDUCATION

- ER 12. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge...
- II.A.12. ...The [general education] learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

LEARNING OUTCOMES: COURSES

- II.A.3. The institution identifies...learning outcomes for courses... using established institutional procedures.

LEARNING OUTCOMES: LEARNING SUPPORT

- I.B.4. The institution defines...student learning outcomes for all...student and learning support services...using established institutional procedures.
- II.C.2. The institution identifies...learning support outcomes for its student population...

RIGOR: PROGRAMS

- ER 9. The institution's principal degree programs...are conducted at levels of quality and rigor appropriate to the degrees offered.

- II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education...are appropriate to higher education...
- II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate...rigor...
- II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

RIGOR: GENERAL EDUCATION

- ER 12. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education.

CURRICULAR COHERENCE

- II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education...culminate in student attainment of identified student learning outcomes...
- ER 12. ...General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program.
- II.A.13. ...The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies.
- II.A.5. The institution's degrees and programs follow practices...including appropriate...depth...course sequencing...and synthesis of learning...
- II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core...

ASSESSMENT OF LEARNING OUTCOMES

- ER 19. ...The institution assesses progress toward achieving its stated goals...
- I.B.4. The institution...assesses student learning outcomes for all instructional programs and student and learning support services.
- I.B.7. The institution assesses accomplishment of its mission through...evaluation of...student learning outcomes, and student achievement...
- II.C.2. The institution...assesses learning support outcomes for its student population ...
- II.B.3. ...Evaluation of these [library and other learning support] services includes evidence that they contribute to the attainment of student learning outcomes.

QUALITY OF ASSESSMENT PROCESSES

- I.B.7. ...Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
- I.B.8. The institution disaggregates and analyzes learning outcomes...for subpopulations of students...
- II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
- ER 14. ...A clear statement of faculty responsibilities must include...assessment of learning.

REGULAR, SYSTEMATIC ASSESSMENT PROCESSES

- ER 11. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met.
- ER 19. The institution systematically evaluates...how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes...
- II.A.16. The institution regularly evaluates...the quality and currency of all instructional

programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location...

- II.A.3. The institution...regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures.

INTERNAL COMMUNICATION OF ASSESSMENT RESULTS

- I.B.9. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
- I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes...
- IV.C.7. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning...and institutional plans for improving academic quality.

EXTERNAL COMMUNICATION OF ASSESSMENT RESULTS

- ER 19. The institution...makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes...
- I.C.3. The institution uses documented assessment of student learning...to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

USE OF ASSESSMENT RESULTS

- II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes...
- ER 19. The institution...makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.
- I.B.6. The institution uses assessment data...to support student learning and student achievement.
- I.B.8. When the institution identifies performance gaps [among subpopulations of students], it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
- III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Compiled by Linda Suskie, Assessment & Accreditation Consultant