

Crosswalk Linking Proficiency Level of SLO Implementation to the ACCJC Accreditation Standards

NOTES:

- *Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes*
- Representative Sections of the Accreditation Standards are cited. There are other Standards which also address SLOs, student learning, and assessment.

These documents are available on the accjc.org website.

Proficiency Rubric Statement: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.

ER 10 Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character and its student population.

II.A.1.a, The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.2.a,b,e,f,g,h,i

a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.⁴

i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

II.A.3. General education has comprehensive learning outcomes for the students who complete it... [See II.A.3.a,b,c.]

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Proficiency Rubric Statement: There is a widespread institutional dialogue about assessment results and identification of gaps.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Proficiency Rubric Statement: Decision making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.

I.B. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes and uses assessment results to make improvements.

II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

III.A.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

IV.A.2.b The institution relies on faculty, its academic senate other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning and programs and services.

Proficiency Rubric Statement: Appropriate resources continue to be allocated and fine-tuned.

I.B. The institution also organizes its key processes and allocates its resources to effectively support student learning.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

III.C.2. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

III.D.2.a Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Proficiency Rubric Statement: Comprehensive assessment reports exist and are completed and updated on a regular basis.

I.A.1. The institution establishes student learning programs and services aligned with its purpose, its character, and its student populations.

I.B. The institution demonstrates its effectiveness by providing evidence of the achievement of student learning outcomes... The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

II.A.2.a The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education and degrees. The institution regularly assesses student progress towards achieving those goals.

II.B. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services. [See whole section.]

Proficiency Rubric Statement: Course student learning outcomes are aligned with degree student learning outcomes.

II.A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. Standard II.A.2.e.

II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees.

II.A.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Proficiency Rubric Statement: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class sections students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

II.A.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses.

II.B. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. [See whole section.]