**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*