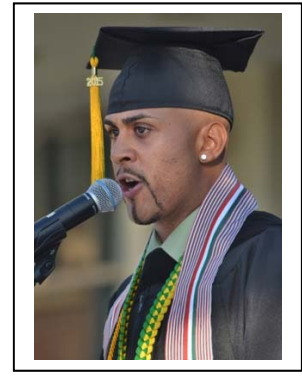




GROSSMONT
COLLEGE

SLO HANDBOOK

OUTCOMES ASSESSMENT
TASK FORCE
2018



COLLEGE PLANNING
&
INSTITUTIONAL
EFFECTIVENESS

Revised April 2018

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An Overview of Student Learning Outcomes at Grossmont College

The Student Learning Outcomes (SLO) assessment process is a means to discover if students are learning what they are expected to learn in courses and programs throughout the college. The Accrediting Commission for Community and Junior Colleges (ACCJC) has elected to use SLOs as an integral part of its accrediting standards (see Appendix A). This is, in large part, a response to the U.S. Department of Education's call for colleges and universities to engage in a process of self-examination and reflection with the goal of *continuous* quality improvement.

Faculty are the discipline experts. Therefore, as part of the outcomes assessment process, the learning outcomes and means of assessment are determined by the faculty members of a particular department or program for each course and for the program as a whole. The college's institutional outcomes should work to support the institutional strategic goals and its mission. In addition, course-level SLOs work to support Program SLOs (PSLOs) as well as Institutional SLOs (ISLOs).



The use of assessment results is meant to stimulate faculty collaboration and direct activities that can improve instructional delivery and support services on campus.

Advantages of Outcomes Assessment

Using outcomes assessment is advantageous on many levels. Below is an outline of some of the benefits of assessing SLOs for students, for you as an instructor, and for the college.

Student Benefits

Communicating student learning outcomes to students provides them with an upfront understanding of what they are expected to learn and demonstrate at the end of a course, certificate, or degree. Learning outcomes should not be a mystery to students, and they should be included on all course syllabi.

Using SLOs also changes the orientation of the class from what you want to cover to what a student should know or be able to do at the end of the semester. The result of this is a shift to student-centered learning with an emphasis on student activity, interaction and application that leads to higher-level processing.

Faculty Benefits

The primary benefit for faculty and programs is the increased dialogue that results in relation to teaching and learning. Discussions about the use of SLO assessment results lead to an exchange of ideas and pedagogical techniques among faculty within and even across departments.

As individual faculty members we can also benefit from SLO assessment because they provide a method to evaluate how well you are teaching different sections of your courses. Thus, at the end of the semester you can use this information to evaluate your course structure or teaching methods.

Using SLOs also makes structuring a course simple because it helps you to select appropriate activities, course materials, and assignments to accomplish your goals for the class. In addition, it helps you to focus your course on what you really want students to go away with at the end of the semester.

College Benefits

All accrediting agencies today require colleges to engage in ongoing assessment. Assessment provides the accrediting agency with evidence of student learning and program quality. We engage in SLO assessment, however, not just as an empty exercise to achieve accreditation but because the information gained can allow us to highlight what we do well and help us to improve our programs and services for students in areas where we might be lacking.

Because SLO assessment has become standard in all four-year colleges and universities as well, aligning our SLOs with the SLOs of our primary transfer institutions facilitates the articulation process.

(Source: <https://www.saddleback.edu/uploads/epa/slohandbook03-25-15.pdf>)

Outcomes Assessment Task Force (OAT)

The Grossmont College Outcomes Assessment Task Force (OAT) is currently responsible for facilitating college-wide SLO efforts. The SLO Coordinator coordinates the task force and works directly with department SLO liaisons to assist in providing guidance for developing learning outcomes and meaningful assessment activities and to ensure timely reporting. Please visit the Grossmont College Outcomes Assessment website for updated information on all aspects of SLO development and assessment: <https://www.grossmont.edu/faculty-staff/slo/default.aspx>.

At the department level, the coordination of SLO development, assessment, and reporting is primarily the work of the department chair along with department SLO liaison(s).

ACCJC Standard 1.B.8 requires that “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.” The Outcomes Assessment Task Force recommends that each department/program/division collaborate with the SLO coordinator on ways that assessment results can be broadly communicated with the larger college-wide community.

Role of SLO Department Liaisons

Each department or unit should choose an SLO liaison to help the department chair or unit manager with maintaining the six-year assessment plan. **The primary responsibilities of SLO liaisons are:**

- 1) As needed, attend training sessions on how to use Trac Dat, and in turn, train department peers;
- 2) Assist the department chair with maintaining the six-year assessment plan; and
- 3) Keep current on best practices in outcomes assessment by attending all college-wide professional development activities related to outcomes assessment and

reporting back to your department on the information gained at these workshops and activities.

Specifically, liaisons should be ready to assist with the following timeline:

- A. Semester before scheduled assessment(s):
 - Send out an email reminder to members of the department/unit about upcoming SLO assessment dates (ex: send out a notice in the spring about assessments scheduled for fall). This will allow time for collaboration on assessment method. In this reminder, please include this information: ACCJC requires that course-level SLOs be placed on course syllabi so that students are fully aware of what they can expect to learn by the end of the course.
- B. During flex week department meeting:
 - Verify that assessment date(s) have been scheduled.
- C. By week 10 of the semester:
 - Upload assessment results for the previous semester's assessments onto TracDat (ex: During week 10 of the fall semester, upload the assessment results from the previous spring). Follow the directions provided in the appendix of this document.
 - Consult with the faculty involved in the assessment activities to ensure that they have a plan for improvement in place. Upload this plan onto Trac Dat.
 - Before logging out of TracDat, indicate when the SLO will be assessed again.
 - Remind faculty that they will need to report on the results of the improvement plan and to include a specific improvement plan other than a standard reply of "no changes at this time."
- D. At the next flex week meeting:
 - Remind department chair to include reporting of assessment results on the department's meeting agenda.
 - Repeat the above as needed.

Outcomes versus Objectives

Source: Saddleback College, 2015

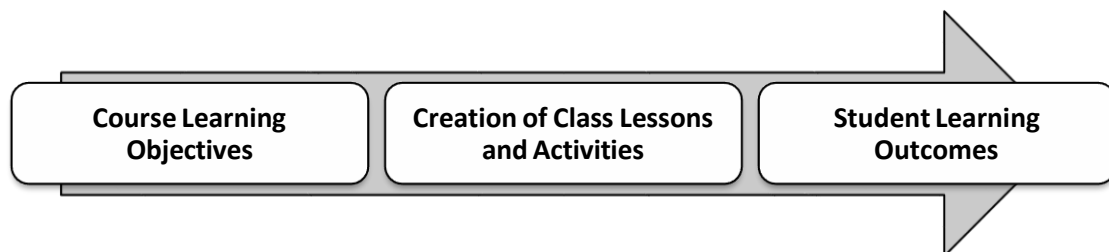
There has been a lot of confusion, both locally and on the state level, about what differentiates SLOs from objectives. In many instances, these terms are used interchangeably; however there are subtle important differences. SLOs connect the identified practice gap with the related educational need, objectives are typically written as tasks:

Learning objectives are statements that focus on the content and/or skills faculty will cover and the actions that student will be expected to perform during the semester.

Objectives guide how professors plan the class lessons or activities that will lead to the desired outcomes as stated in the SLOs.

SLOs focus on what a student will be able to do as a result of completing the course successfully. These address the observable outcomes you expect to see in a student at the end of the semester in terms of knowledge, skills, and attitude. The assessment of SLOs is useful in helping professors know where their teaching and learning activities have and have not been successful. SLOs also let students know what they can expect to attain as a result of completing the course.

SLOs and learning objectives, therefore, are intricately linked to one another. Simply put, objectives explain what will be done in the class and outcomes explain what students will be able to do after the class.



Below are some examples of wording differences between learning objectives and their related SLOs:

Learning Outcome	Learning Objective
Knowledge: Demonstrate knowledge of evidence-based treatment for hypertensive patients by passing post-test with score of 80% or greater.	List 5 side effects of anti-hypertensive agents.
Competence/Skill: Correctly identify required actions to manage patients in hypertensive crisis by analyzing a case study.	Discuss risks associated with untreated hypertension.

Types of SLOs

Institutional Level Student Learning Outcomes (ISLOs)

Institutional Student Learning Outcomes (ISLOs) state the knowledge, skills, abilities, and habits of mind that students are expected to develop as a result of their overall experiences at the college. Ideally, each course level SLO and program level SLO should work to support one or more of the ISLOs below.

Program Level Student Learning Outcomes (PSLOs)

Program Student Learning Outcomes (PSLOs) flow directly from and support the college and division/school/department mission. The link between the mission and the outcome should be clear. The program outcomes are directly related to the academic discipline of the program and are defined as the knowledge, skills, abilities, attitudes, or habits of mind that students have at the completion of a program, activity or interaction. Program outcomes are related to demonstrated behaviors of students who graduate-not characteristics of the program or its faculty. Most of these competencies should be measurable in some way, but some may only be observable (such as values).

Course Level Student Learning Outcomes (CSLOs)

Course-level SLOs focus on what a student will be able to do as a result of successfully completing a course. Course SLOs describe the meaningful, observable and measurable knowledge, skills and/or attitudes students will learn in the course. These address the measurable and observable outcomes you expect to see in a student at the end of the semester in terms of knowledge, skills, and attitude.

There are three types of Course level SLOs: (a) Cognitive- "What will students complete this course knowing?" (b) Behavioral- "What will who complete this course be able to do?" and (c) Affective- "What will students who complete this course care about or think?"

The assessment of SLOs is useful in helping professors know where their teaching and learning activities have and have not been successful. SLOs also let students know what they can expect to attain as a result of completing the course.

Grossmont College's Institutional SLOs

I. Critical & Creative Thinking

- Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion.
- Students will analyze, connect, and synthesize ideas in order to creatively solve problems.
- Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.

II. Communication Skills

- Students will communicate effectively through reading, writing, speaking, and listening.

III. Global & Local Perspectives

- Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live.
- Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.

IV. Technology & Information Skills

- Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly.
- Students will demonstrate skill in the use of technology and its ethical and responsible applications.

V. Life & Career Skills

- Students will engage in self-reflection to cultivate their personal development and well-being.
- Students will engage in and interpret various forms of creative expression.
- Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.

Step-by-Step Process for Program and Course Outcomes Assessment

Departments and administrative units should follow the steps listed below in the creation and assessment of their SLOs. Program SLOs (PSLOs) should align with the Institutional SLOs (ISLOs).

Step 1: Define the mission and purpose of the program or administrative/service unit. Upload this mission into TracDat (use the document repository).



Step 2: Compose/revise program-level SLOs (PSLOs) and submit to the Curriculum Committee for approval. The SLO coordinator will upload into Trac Dat once approved. Program SLOs should work to support the ISLOs.



Step 3: Map the PSLOs to institutional-level SLOs (ISLOs) in TracDat. See p. 25 for more information.



Step 4: Compose/revise course-level SLOs for each course in the program (via the Curriculum Committee). The SLO Coordinator will upload new/modified SLOs once they have been approved via the Curriculum Committee processes.



Step 5: Link each course-level SLOs to PSLOs and ISLOs.



Step 6: Create an assessment plan by identifying the semester(s) for which each SLO will be assessed. ***Be sure to create a timeline that will allow for continual improvement.*** Input this information into TracDat.



Step 7: Determine the means of assessment and the criteria (benchmark) for success for each SLO. Input into TracDat.



Step 8: Conduct and document assessment activities. Input results into TracDat. ***IMPORTANT:*** Indicate how you plan to use the results to improve the unit, course, teaching methodology, course sequence, and/or program.



Step 9: Use the assessment results to improve the unit, course, teaching methodology, course sequence, and/or program.



Step 10: Assess whether the improvements worked. Upload the results into TracDat. ***Begin the cycle again.***

Source: Saddleback College, 2015.

Writing an Effective Mission Statement for Your Program or Unit

Each instructional program should begin by defining its mission and purpose. This should be in the form of a mission statement that provides a clear description of the program, what it does, and for whom it does it. A mission statement should describe the relationship the college/program needs to create, build, and maintain with critical stakeholders. The mission statement should be aligned with the College's vision, mission statement, or values (see Appendix A), and reflect, in particular, on how student learning and student success are enhanced by the program and its offerings.

Below are examples of possible mission statements:

The mission of the Grossmont College Nursing Program is to educate qualified students to earn an associate of science degree, to successfully pass the NCLEX-RN, and to integrate the knowledge, skills, values and attitudes essential for entry level practice. Through educational excellence, the nursing program challenges diverse students to develop sound clinical judgment in an environment that facilitates educational mobility, personal growth, and a pattern of lifelong learning. The Program's primary role is to foster and facilitate the development of nurses who are prepared to provide care in a variety of health care settings to a diverse community in a dynamic evolving health care environment.

The International Business Program is dedicated to equip students with the necessary skills and expertise to move products across international borders. The Program prepares students to enter into import and export activities.

The American Collegiate English (ACE) Program is dedicated to assisting international students in their academic, social, and cultural transition to Grossmont College or other institutions of higher education. Our highly-qualified and professional instructors present a curriculum that focuses on the English language skills that help ensure success for students in their pursuit of higher education.

Mapping SLOs

The Role of Curricular Mapping in Assessment: What is it? Why do it?

Curriculum mapping is a method to align instruction with desired goals and program outcomes. It can also be used to explore what is taught and how.

The map or matrix:

- Documents what is taught and when
- Reveals gaps in the curriculum and the degree of coverage of SLOs
- Helps design an assessment plan

Benefits:

- Improves communication among faculty
- Improves program coherence
- Increases the likelihood that students achieve program-level outcomes
- Encourages reflective practice

Rule of Thumb:

Before asking the question “Do students know this?” we need to ask “Are we providing this experience?”

What does a curriculum map/matrix look like?

It's a table with one column for each learning outcome and one row for each course or required event/experience (or vice versa: each row contains a course and each column lists a learning outcome).

Example of Template Mapping Course to Program SLOs

	Course 101	Course 102	Course 103	Course 104	Course 200
PSLO #1	I	P	P	M	
PSLO #2		I	P	M	
PSLO #3				I,P	M
PSLO #4					I,P,M

Key: "I"=Introduced; "P"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level

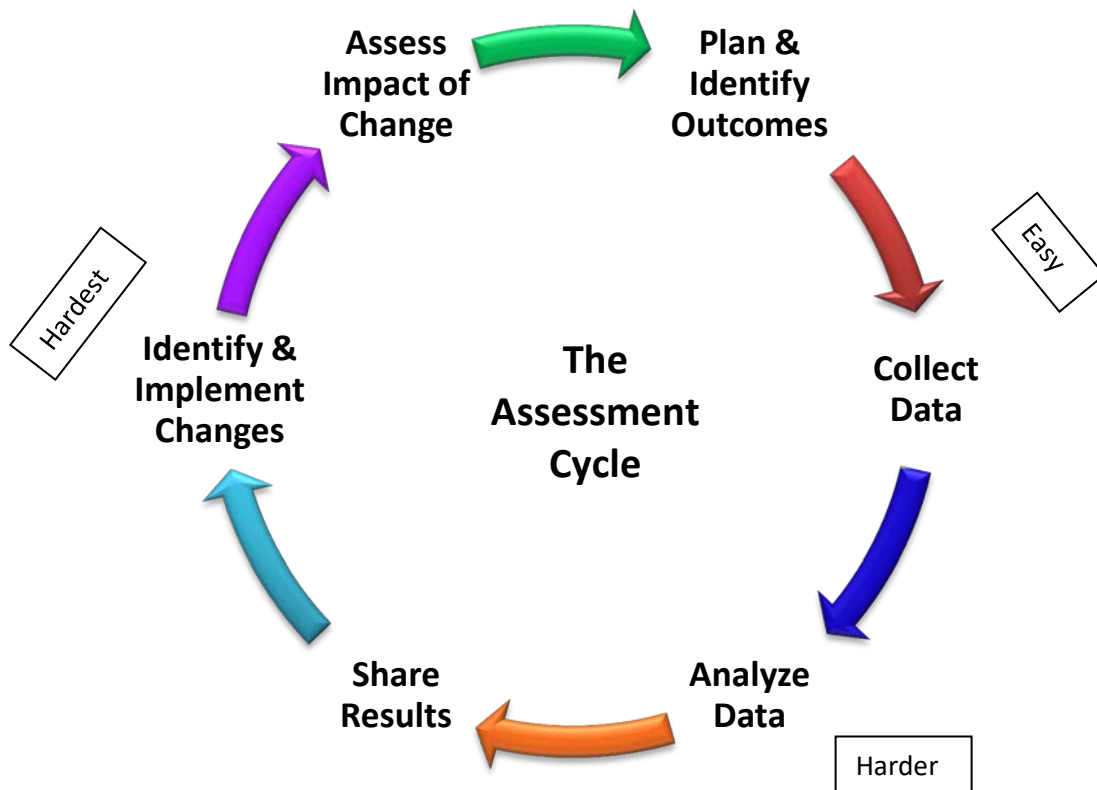
For more information on Curricular Mapping, please see the following source:

National Institute for Learning Outcomes Assessment:

<http://www.learningoutcomesassessment.org/publications.html>

The Assessment Cycle

The American Association of Higher Education (1992) has recognized that assessment works best when it is continuous. The AAHE has stated that “Assessment is a process whose power is cumulative. Though isolated, ‘one-shot’ assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time” (as cited in NILOA, 2017). The activities that consist of this continual cycle of assessment are captured in images such as the one below:



Source: Kuh, G. D., Ikenberry, S.O., Jankowski, N.A., Reese Cain, T., Ewell, P.T., Hutchings, P., & Kinzie, J. (2015). *Using evidence of student learning to improve higher education*. San Francisco, CA: Jossey-Bass.

The Assessment Cycle: Plan & Identify Program Level Outcomes

Process for Developing Program Learning Outcomes

Program student learning outcomes identify observable and measurable knowledge, skills, and attitudes/values a student obtains by the end of a learning experience.

Faculty within a department or program should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate, an AA/AAT/AS/AST degree, or for transfer. The minimum number of PSLOs is 3-5, but the department might elect to have a more comprehensive list. For most programs, PSLOs are only assessed through linked course-level SLOs.

Questions to Consider Related to Knowledge

- What do you want your students to know by the time they complete your program?
- What are the most important terms, concepts, theories, and principles they should know?
- What methods and procedures should they know?

Questions to Consider Related to Skills

- What do you want your students to be able to do with what they know?
- What types of skills should they demonstrate?
- What constitutes “effective writing” in the program?
- What performance skills or competencies should they demonstrate?
- What skills do they need to solve problems in the discipline?
- What types of research experiences should students have?

Questions to Consider Related to Attitudes/Values

- What do you want your students to care about?
- What values or attitudes should they develop?
- What should they appreciate or respect?
- What ethical issues should they be able to address?

Source: Shoemaker, J. (2007). Introduction to Student Learning Outcomes in the Major. Retrieved from slideplayer.com/slide/5100887/

Below are examples of Program Level SLOs:

- Upon completion of an AA or AAT degree in anthropology, students will be able to identify the ethical responsibilities and concerns in the conducting of anthropological research.
- Upon completion of an AA degree in music, students will demonstrate a working knowledge of musical analysis and harmonic theory applicable to their area of specialization.
- Upon completion of an AA degree in geography, students will be able to demonstrate map literacy (as related to the basic geographic theme of "location").

Sample Program Level SLOs Mapped to Institutional Level SLOs (ISLOs):

Upon completion of the Economics major, students can

- Economic literacy:
Clearly explain core economic terms, concepts and theories.
- Critical thinking:
Demonstrate the ability to apply economic reasoning to contemporary social issues and policy problems.
- Quantitative reasoning:
Apply appropriate quantitative and statistical techniques.
Conduct economic analysis using equations and graphs.
- Communication:
Effectively communicate results of economic research and analysis to colleagues and decision makers through written reports and oral presentations.

The Assessment Cycle: Plan & Identify Course-level Outcomes

Developing Course Level Student Learning Outcomes

Writing measurable outcomes is a skill that takes time to master. When writing SLOs:

- **Focus on what the student can do.** Do not address what was taught or presented, but address the measurable and observable outcome you expect to see in the student. Think about the knowledge, skills, and attitudes you expect from students who receive a certificate or degree in the program.
- **Use active verbs.** Active verbs produce statements that are concrete and measurable. For instance, if you want the students to understand how to correctly use a microscope - using the word *understand* is not measurable. Can you measure understanding? Instead try to imagine the outcome - Students will *focus* and *display* an image on the microscope. With this outcome, you can both develop criteria and measure ability. Other active verbs include: describe, classify, distinguish, explain, interpret, compose, perform, demonstrate, etc. (see list of active verbs in Appendix C).
- **Create a singular outcome.** Do not “bundle” outcomes by linking them with “and.”
- **Work with the faculty within your department on writing SLOs.** Since all faculty are responsible for SLO assessment, it is important to come to a consensus on which SLOs are important for the program a whole.
- **Share the outcomes with your students.** Students need to clearly understand what is expected of them. They are unfamiliar with the discipline specific language, so they can help in clarifying the outcomes as well.
- **Modify as you learn from experience.** SLOs should be reviewed and modified bi-annually during program review. However, as you assess an SLO, sometimes flaws will be identified in the SLO itself.

Source: Saddleback College, 2015.

SWiBAT Structure of Learning Outcomes

Students + Action Verb + Learning Statement

Example of SWiBAT Structure: Students will able to critique and revise their own resume.

ABCD Structure of Learning Outcomes

Audience/Who?	Who are the learners?
Behavior/What?	What will they be able to know or do?
Condition/How?	Under what condition will the learning take place?
Degree/How Much?	How much will be accomplished and at what level?

Example of ABCD Structure:

As a result of participating in the Community Law Project, students will be able to explain at least 3 social issues facing the population they serve.

Source: Vasquez Urias, M. (2016).

Below are examples of course-level SLOs representing a variety of disciplines:

- Upon successful completion of this course, students can describe fundamental biological processes and systems.
- Upon successful completion of this course, can perform appropriate analysis of data and draw valid conclusions from their analysis.
- Upon successful completion of this course, students will be able to cite all sources used for their speeches in the form of a bibliography attached to their preparation outlines.

Below are examples of course-level SLOs for a single course:

Upon completion of this course in introductory economics, students can:

- Explain the basic microeconomic terms, concepts and theories.
- Apply economic reasoning to real-world situations.
- Communicate economic reasoning to others in writing.

Checklist for Writing Effective SLOs

- ✓ Is the SLO *Meaningful*?

How does the outcome support the departmental mission/goal?

- ✓ Is the SLO *Manageable*?

Do we have the means to carry out the activity and evaluate the intended outcomes?

- ✓ Is the SLO *Measurable*?

How will we know that the outcome is achieved? What assessment methods will we use?

Source: Vasquez Urias, M. (2016).

How many SLOs Should be Attached to a Course?

From Long Beach City College (LBCC): LBCC's Outcomes Assessment Committee (OAC) suggests a focused and meaningful approach to assessment of Student Learning Outcomes and recommends that faculty create the following number of SLOs per course:

- Non-Credit Course: 1 SLO
- 1-2 Unit Course: 1-2 SLOs
- 2-4 Unit Course: 2 or more SLOs
- 5+ Unit Course: 2 or more SLOs

For more information on writing course SLOs, see Appendix C.

The Assessment Cycle: Collect Data

After writing the SLOs, you need to determine how you will assess them and what criteria you will use for success. The key thing to remember about assessing SLOs is to keep it simple, because overly complex assessment methods are too cumbersome to manage.

There are two kinds of evidence: direct methods and indirect methods. Examples of direct methods include course assignments, essays, presentations, and portfolios. Examples of indirect methods include questionnaires and surveys that ask students to reflect on their learning. Both are valid, although indirect methods alone are not necessarily considered to be sufficient evidence.

Assessment Methods

Method	Description	Direct or Indirect
Capstone Project or Course	A capstone project or course that integrates knowledge, concepts, and skills students are to have acquired during the course of their study. Capstones provide a means to assess student achievement within a program.	Direct
Clinical Evaluation	An evaluation of students' performance in a clinical setting. The clinical performance is scored using a rubric.	Direct
Competition (Juried)	An evaluation of students' performance or work based on the scoring or judging of external reviewers.	Direct
Demonstration/Presentation	An evaluation of students on a demonstration or presentation to the class or other audience. The demonstration or presentation is scored using a rubric.	Direct
Document Review	A review of course or unit documents for the purpose of determining if information is available and clear.	Indirect
Entrance/Exit Interviews	An assessment based on interviews conducted with students when they enter college and when they leave—either through graduation or early departure. These interviews can be designed to measure program-specific SLOs or to gather feedback on student services AUOs.	Direct/Indirect
Exam - Exit	A comprehensive exit exam given near the end of the student's academic career (usually during the final semester prior to graduation). The exam is generally given to determine a student's acquisition and application of a particular type or form of knowledge or skill, as well as the ability to integrate knowledge from various disciplines. The exam can be written, oral, or a combination.	Direct
Exam or Quiz – In Course	An exam or quiz that is administered by individual professors in their classes. It may be the entirety of the exam or embedded questions within an exam.	Direct

Method	Description	Direct or Indirect
Exam – Standardized/Licensure	A test that is developed outside the institution for use by a wide group of students using national, regional, or professional norms.	Direct
Exhibit	An evaluation of students' work in a public exhibit. The exhibit is scored using a rubric.	Direct
Field Work	An evaluation of students on the demonstration of skills during field work. The skills demonstration is scored using a rubric.	Direct
Focus Group	A series of structured discussions with students who are asked a series of open-ended questions designed to collect data about beliefs, attitudes, and experiences.	Indirect
Frequency/Count	An assessment based on the number or frequency of things, such as usage of particular services.	Direct/Indirect
Group Project	An evaluation of students' work on an assigned group project. The work is scored using a rubric.	Direct
Institutional Data	A review of program and student data collected at the institutional level. Data may include program enrollment, retention, or student GPA.	Direct/Indirect
Internship	An evaluation of students' job performance during an internship or volunteer placement. The job performance is scored using a rubric.	Direct
Journal Review	An evaluation based on students' written journals. Entries can be used to determine students' overall engagement with the course material and to assess their understandings of course content.	Direct
Lab Practicum	An evaluation of students' work during a lab practicum. The work is scored using a rubric.	Direct
Lab Report	An evaluation of students' work on a lab report. The work is scored using a rubric.	Direct
Observation/Interview Report	An evaluation of students' work on an observation or interview report. The work is scored using a rubric.	Direct
Outreach	An assessment of the successes, benefits, or quality of outreach activities.	Direct/Indirect
Participation	An evaluation of students on their course participation. Participation is scored using a rubric.	Direct
Performance	An evaluation of students during musical, theatre, athletic, communications, or other performance. The performance is scored using a rubric.	Direct
Portfolio	An evaluation of students' work collected in a portfolio and evaluated using a common rubric. Portfolios may contain research papers, reports, tests, exams, case studies, videos, personal essays, journals, self-evaluations, or exercises.	Direct
Pre/Post Testing	An exam administered at the beginning and at the end of a course or program to determine the progress of student learning.	Direct
Professional Development	An assessment based on the frequency or quality of professional development opportunities.	Indirect

Method	Description	Direct or Indirect
Project	An evaluation of students' work on an assigned project. The work is scored using a rubric.	Direct
Reflective Essay	Reflective essays used to determine students' opinions and perceptions.	Indirect
Survey - Alumni	An assessment based on the surveying of program alumni. Alumni surveys can provide information about program satisfaction, preparation (transfer or workforce), employment status, and skills for success. Surveys can ask alumni to identify what should be changed, altered, maintained, improved, or expanded.	Indirect
Survey - Employee	An assessment based on the surveying of unit employees. Employee surveys can provide information about satisfaction levels and can ask employees to identify what should be changed, altered, maintained, improved, or expanded.	Indirect
Survey - Employer	An assessment based on the surveying of employers to determine if graduates are satisfactorily skilled. Additional information collected can include on the job skills, or field specific information.	Indirect
Survey – Exit	An assessment of a student's overall satisfaction with his or her collegiate experience and learning.	Indirect
Survey - Student	An assessment based on the surveying of students designed to collect perceptions of their college experiences.	Indirect
Writing Assignment	An evaluation of students' work on written assignments or essays. The work is scored using a rubric.	Direct

Source: Saddleback College, 2015.

Formative Assessment *for* Learning

Formative assessment is believed to have the greatest impact on learning and is used to track learning *during* a lesson or unit in order to gather evidence for the purposes of informing the next step in the instructional lesson plan. Ideally, formative feedback from an instructor provides a student with information about his/her progress while also providing suggestions for improvement. Formative assessment is conducted in a timely manner in order for the student to have the time needed to take the steps necessary to improve his/her skills and knowledge before completing the course.

Formative vs. Summative Assessment

Formative: Assessment <i>for</i> Learning	Summative: Assessment <i>of</i> Learning
Measures a few things frequently	Measures many things infrequently
Identifies which students have learned a skill and which have not so that those who have not can be given additional instruction	Attempts to determine if students have learned and met intended standards by a specified deadline
Descriptive feedback	Evaluative feedback
Continuous	Periodic
Not usually graded but observed and noted	Graded
Provides students with input on how to improve	Provides useful information regarding strengths and weaknesses of courses and programs
Can inform teachers individually and collectively of the effectiveness of their practice	Promotes institutional accountability
Greatest impact on learning/achievement	Lowest impact on learning/achievement

The Assessment Cycle: Analyze Results

Source: Long Beach City College. Retrieved from <https://docs.google.com/document/d/15dozjNxc2aH5vUQKHixyGxLdXHtvTEfEh3WEqLNHyDo/edit>

The discussion questions below are a useful guide for analyzing your assessment results and for collaborating with colleagues on designing an action plan for improvement.

Student Learning Outcomes

- Were the SLOs that were assessed core outcomes for the course? That is, did they describe the knowledge, skills, abilities, and/or values that the discipline feels all successful students should take away from the course?
- Were the students made aware of the SLOs prior to the assessment? If so, how?

Assessment Methodology

- Did the assessment questions or assignments assess the SLOs? That is, did student performance on these provide strong information about how well students achieved the SLOs in the course?
- Were the assessment questions or assignments clearly worded?
- Did the classroom experiences align with or support the intended course SLOs and the assessment task so that students were prepared to succeed in the course?

Assessment Process

- Was the communication about the expectations of the assessment process clear and given early enough to all instructors of the course who participated in the full- scale implementation?
- Was the assessment administered with reasonable uniformity across all sections (e.g., approximately the same time frame of the semester, similar explanations to students, etc...)?
- Did instructors understand how to aggregate the data according to department protocols?

Assessment Results

- Describe the kind of evidence that was collected to evaluate student learning as stated by the SLO. Is the data adequate to establish key findings and draw conclusions?
- Has all the evidence been collected and documented? Is there any data missing or incomplete?
- Looking at the results, how many students met or exceed the stated SLOs expected level of achievement? What key findings can be attributed to this result?
- Were there students who were not assessed? Are the numbers of non-assessed students

- a significant factor in the overall success of the course or program being assessed?
- What overall key findings can you draw from the results? Are there significant patterns or trends in the data?
 - For instance, for the students who met or exceeded expectations, were there circumstances that allowed them to succeed?
 - For students who did not meet expectations, what circumstances affected their performance?
 - Did students do better on some elements of the assessment as opposed to others?
 - Based on the key findings, what conclusions can be drawn in regards to what worked well or did not work well in the course or program as reflected by the data?
 - **Look for Patterns of Consistency.**
 - Study data from the same outcome over a period of time. For instance, track aggregate data on student performance from semester to semester (or year to year).
 - **Look for Patterns of Distinctiveness**
 - Examine the data across outcome categories. For instance, a program's faculty may examine performance on three course or program-level outcomes and notice that some of the outcomes reflect significantly higher or lower performance than others. These discrepancies indicate what areas may need attention and from what areas exemplary practice may be modeled.
 - **Look for Patterns of Consensus:**
 - Disaggregate the data to see if all of the course or program's communities of interest achieve (or in the case, of a survey, rate an item) at the same level. For instance, faculty might choose to break down data by gender, first-generation students, non-traditional students, ESL students, or other significant populations in the course or program's community. This provides an opportunity to examine whether simple aggregate data masks performance differences or feedback from a significant population in the community. Reporting an average score on a course or program outcome measure may hide the fact that one segment of students is not performing as well as another segment of students in the course or program.

Derived from Crafton College (Gary Williams) and Montgomery College 7/20/09; Updated 1/24/14.
Derived from: Crafton Hills College, Gary Williams; Montgomery College; *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness*, Nichols & Nichols. Updated 12/16/2013

The Assessment Cycle: Share Results

ACCJC Standard I.B.I requires that “The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.” Share the results with colleagues and collaborate on designing an action plan. The next section provides ideas for how results may be used to improve a course, course sequence, or program.

The Assessment Cycle: Identify and Implement Changes

Examples of Changes that *May* be Implemented as a Result of Analyzing Results

Changes to the Assessment Plan	<ul style="list-style-type: none">▪ revision of intended learning outcomes▪ revision of measurement approaches▪ changes in data collection methods▪ changes in targets/standards
Changes to the Curriculum	<ul style="list-style-type: none">▪ changes in teaching techniques▪ revision of prerequisites▪ revision of course sequence▪ revision of course content▪ addition of courses▪ deletion of courses
Changes to the Academic Process	<ul style="list-style-type: none">▪ revision of advising standards or processes▪ improvements in technology▪ changes in faculty staffing▪ changes in frequency or scheduling of course offerings

(Source: University of Central Florida, 2008)

The Assessment Cycle: Close the Loop

“Closing the Loop” involves the process of using assessment results to inform the improvement of a unit, instructional method, course, course sequence, program, etc. by completing all of the tasks in the assessment cycle **and then assessing any changes made to improve a course/program/unit.**

In their discussion on the purpose of assessment, Kinzie, Hutchings, and Jankowski (2015) make a clear distinction between simply *doing assessment* and *using results*. They point out how:

Doing assessment, simply performing assessment activities, is not the same as using assessment results. Considerable assessment activity can occur at a college or university—administering standardized tests to all students, documenting pass rates on licensure exams, writing reports about the results, for example. **Until the institution uses the assembled evidence to answer questions about educational quality—about what students know and can do—and then uses the answers to guide change leading to improvement, it is just doing assessment”** (p. 56).

They go on to emphasize that “assessment’s true aim is using results, *harnessing evidence* to inform educational improvements” (p. 56).

How Often Should a Course SLO be Assessed?

From Long Beach City College (LBCC):

Frequency of Assessment: LBCC’s OAC suggests that if a large number of students will be completing a course, this course would be important to assess frequently to ensure that all the students are learning what they should be learning across all sections of the course.

Prerequisite courses or courses with prerequisites: LBCC’s OAC poses the following questions to consider: Does your department offer pre-requisite courses or courses that students can only enroll in if they have already taken pre-requisites? Do you feel like some of your courses should have pre-requisites? Consider including some of these courses in your assessment plan this semester.

Sequences of Courses: LBCC’s OAC recommends looking at a sequence of courses, which could reveal more information about the sequence. For instance, students may be passing the course and moving

up in a sequence of courses, but were they prepared for the next course or was there an area that should have been covered more in the previous course? For courses where you believe there should be a prerequisite, this could be an opportunity to collect data that could be used as evidence to support your claim.

Analyzing Results: LBCC notes that if the data has been collected for multiple semesters but has yet to be analyzed, this would be a good semester to get your department together to examine the data and talk about it.

(Retrieved from <http://archive.lbcc.edu/outcomesassessment/newslo.cfm>)

SLO Assessment and Annual Unit Planning & Program Review: Fulfilling Our Commitment to Continuous Quality Improvement

The Outcomes Assessment Task Force has struggled with the notion that a six-year SLO plan for assessment—which the college has been using for some time now—may be at odds with the need to strive for continuous quality improvement of teaching and learning to ensure student success. In other words, assessing a course level SLO once every six years is contrary to the objective of continuous quality improvement. This requires ongoing review of the SLO assessment cycle. In order to fulfill our objective for continuous quality improvement in teaching and learning, we need to adopt processes that will help us do this work. These processes are already in place for annual unit planning and academic program review, and outcomes assessment activities will be integrated into these processes.

Therefore, while instructional services divisions will continue to use the six-year plan for the time being (the Student Services division is using a three-year plan), it is expected that assessment will take place **continually** and the **results will be used periodically** to guide curricular and instructional improvements. Program review will be the time to discuss the culmination of innovations and/or changes that were made (and the efficacy of these changes) over the six years of the assessment cycle.

SLO Activities to Report on for Annual Unit Planning and Program Review

Each department/discipline will be responsible for reporting on SLO activities for annual unit planning and program review using the questions included below.

1. Describe any changes (e.g., addition/deletion of SLOs, postponement of assessments) your department has made to your SLO assessment cycle. Include a brief description of why these changes were necessary. **Changes may include reassessment of SLOs requiring further attention.**
2. Give examples of how your department/unit has used SLO assessment results to improve a course, course sequence, and/or program over this program review cycle. In your narrative, please pay particular attention to assessment of courses that directly lead to a certificate/degree/transfer (e.g., English 120, Psychology 120) and/or constitute a high enrollment course. For help with this prompt, please see the chart below:

Examples of Changes that *May* be Implemented as a Result of Assessment

Changes to the Assessment Plan	<ul style="list-style-type: none"> ▪ revision of intended learning outcomes ▪ revision of measurement approaches ▪ changes in data collection methods ▪ changes in targets/standards
Changes to the Curriculum	<ul style="list-style-type: none"> ▪ changes in teaching techniques ▪ revision of prerequisites ▪ revision of course sequence ▪ revision of course content ▪ addition of courses ▪ deletion of courses
Changes to the Academic Process	<ul style="list-style-type: none"> ▪ revision of advising standards or processes ▪ improvements in technology

	<ul style="list-style-type: none"> ▪ changes in faculty staffing ▪ changes in frequency or scheduling of course offerings
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3. What resources (time, professional development, curriculum approval process, etc.) did you need to carry out these improvements? Please explain.
4. What evidence did you collect to demonstrate that the planned improvements were successful? If you have yet to assess the improvements, what evidence do you plan to collect?
5. How will you use this evidence to ensure ongoing course/course sequence/program improvements are sustained?

Five (Mis) Perceptions about Assessment and Some Responses

Source: Roberts, J.E. (2008). Student Learning Outcomes in NOVA Programs and Classrooms.
https://www.nvcc.edu/assessment/_docs/PS1.SLOsinNOVAprogramsandclassrooms.pdf

1. We're doing just fine without it. Assessment is medicine for the sick only.
Okay, then let's use assessment to find out what works, and to help us document and build on our success.
2. We're already doing it. Assessment is just old wine in new bottles.
Okay, then let's audit all the assessments we already do to discover what we know and what we don't.
3. We're far too busy to do it. Assessment is an administrative burden.
Okay, but since we're already doing it, let's use assessment to see where and how we can save time and effort.
4. The most important things we do can't/shouldn't be measured. Assessment is too reductive and quantitative.
And not everything measurable should be measured, but let's see if we can agree on how we can tell when we're succeeding in these most important things.
5. We'd need more staff and lots more money to do assessment. Assessment is too complex and expensive.
Since we're unlikely to get more resources, how, what, and where can we piggyback, embed, and substitute?

Eight Questions that Assessments Can Answer

(Source: Linda Suskie, Middle States Commission on Higher Education as cited in https://www.nvcc.edu/assessment/_docs/PS1.SLOsinNOVAprogramsandclassrooms.pdf)

1. Are our students meeting our standards?
2. Are our students meeting external standards?
3. How do our students compare to their peers?
4. How do our students compare to the best of their peers?
5. Are our students improving?
6. Are our teaching and curricula improving?
7. Are our students doing as well as they can?
8. What are our students' relative strengths and weaknesses?

Helpful Resources on Outcomes Assessment

(Last Updated on August 31, 2017)

<p>Academic Senate for CA Community Colleges (Presentation Materials from the SLO Symposium held in January 2017)</p>	<p>http://www.asccc.org/events/2017-02-03-163000-2017-02-03-230000/student-learning-outcomes-slo-symposium</p>
<p>Assessment Commons</p>	<p>http://assessmentcommons.org/</p>
<p>Community College Resources</p>	<p>Bakersfield College: http://www2.bakersfieldcollege.edu/courseassessments/ City College of San Francisco: https://www.ccsf.edu/en/about-city-college/slo/reports.html El Camino College: http://www.elcamino.edu/academics/slo/ Long Beach City College: http://www.lbcc.edu/OutcomesAssessment/ Northern Virginia Community College: https://www.nvcc.edu/assessment/_docs/PS2.writingandmappingSLOs-1.pdf Santa Rosa Junior College: https://slo.santarosa.edu/</p>
<p>Other College/University Resources</p>	<p>Georgia Tech (Guidelines for Writing Program Outcomes): https://www.assessment.gatech.edu/resources/guidelines-for-writing-program-outcomes/ University of Hawaii at Manoa: http://manoa.hawaii.edu/assessment/ Virginia Tech Assessment Resources: https://assessment.vt.edu/Assessment_Resources.html UCSD http://academicaffairs.ucsd.edu/ug-ed/asmnt/</p>
<p>National Institute for Learning Outcomes Assessment (NILOA)</p>	<p>http://learningoutcomesassessment.org/PrinciplesofAssessment.html</p>
<p>Principles for Effective Assessment of Student Achievement (Supported by both national higher education associations and regional accreditation commissions)</p>	<p>http://learningoutcomesassessment.org/documents/EndorsedAssessmentPrinciples_SUP.pdf</p>

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Appendix A

2017/18 Grossmont College Outcomes Assessment Task Force Members

Joan Ahrens, SLO Coordinator

Denise Schulmeyer, ISLO Coordinator

Mike Reese, Interim CPIE Dean

Dee Aceves, Counseling/Articulation

Elaine Adlam, Health Services Nurse

Agustin Albarran, ESBS Dean

Nemie Capacia, Math Department Co-chair

Wendy Cruzado, Counseling

Oralee Holder, English Department Chair

Felicia Kalker, Library

Dee Oliveri, Interim Dean AHN

Valerie Shadroff, Nursing

Stacy Teeters, Research & Planning Analyst

Appendix B

Grossmont College Mission Statement

Grossmont College - Changing lives through education.

Mission

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.

Our mission is fulfilled by providing the people of East San Diego County with:

- Transfer degrees and certificates programs
- Career technical education and workforce development
- Basic skills
- Student support services that promote student access and achievement
- Community education

Adopted by the Governing Board December 2009

Appendix B

GROSSMONT COLLEGE
STUDENT LEARNING OUTCOMES
CHANGE FORM

Use this form to add, modify, or delete one or more SLOs on the official course outline.

Please follow the steps below.

1. Obtain an electronic copy of the outline by emailing or calling Marsha Raybourn (X7153).
2. Type the **revised wording in bold** on the outline and attach the revised outline to this form.
3. Provide written justification for the change(s) and attach to this form.
4. Obtain signatures of your department chair/coordinator and division dean.
5. Send the revised outline and this form to Joan Ahrens, SLO Coordinator.

The SLO coordinator will review the revisions, meet with the department chair/coordinator if necessary, and forward the revised outline and this form to Marsha Raybourn, Instructional Operations Supervisor, who will oversee the change to the official outline.

Subject and number of course being revised (ex. AOJ 110) _____

Identify by number(s) the SLO(s) being revised (ex. 1, 2, 3) _____

Reason for the SLO change _____

Department chair/coordinator signature _____ Date _____

Division dean signature _____ Date _____

ADMINISTRATIVE USE ONLY

<input type="checkbox"/> SLO coordinator review
<input type="checkbox"/> SLO coordinator updates TracDat
<input type="checkbox"/> Signed form and revised outline submitted to Instructional Operations Supervisor
<input type="checkbox"/> Official course outline revised

MR:2.5.11REV:8.21.12:REV.3.12.15REV.9.17.15

Note: Use the Course Modification form when changing other elements of the official course outline

Grossmont College
Student Services Outcome

*Students will have **access** to a spectrum of **services** that respond to their **needs**, provide **quality information**, and are delivered with **authentic care**.*

Inquiry questions...	
Access	How many students can we serve? What is our capacity? How many students do we turn away? How long do they have to wait for help? What is the process to request and receive assistance?
Services	What types of resources do we offer? How do students know about them? How do they know which one is right for them? Do we have an effective referral process across departments?
Needs	Have we asked what students need? Is our service plan designed to respond? Do we recognize the patterns of service demand? How do we take into account the needs of underserved populations?
Quality information	How do we stay updated? How do we foster collaboration with instruction? How do we participate in campus initiatives? How do legislative decisions affect us? What tools and resources make us more effective? How do we ensure that all department members have access to relevant training and information? How are trainings scheduled to have the least impact on student access?
Authentic care	What is the "tone" of our written communications (letters, email, webpages, counter signage)? Is our messaging clear and comprehensible? How do we convey our commitment to service? Do we listen to students' concerns and frustrations? Do we have a strategy to improve their experience and build their confidence?

Note: *Inquiry questions are intended to guide departments and programs in reflection about their services, successes, challenges, and goals. Each individual department or program is invited to identify its own unique approach in addressing the various components.*

Guidelines for Well-written Student Learning Outcome Statements

1. Outcomes must measure something useful and meaningful. The evidence produced by the outcome measure will be useful in developing and **improving student learning** in the course and program.

2. Outcomes must be consistent with program goals, core curriculum outcomes and university mission.

3. Outcomes must be measurable. Use verbs that specify the trait, ability, behavior, or habit of mind you will assess with the class assignments. Be sure that each outcome is going to be tested at least once.

Example:

- Do not use, “students will understand....;”
- Choose a verb that allows you to measure their understanding. If students understand a concept, they should be able to describe a phenomenon, explain a process, identify key elements, etc. And in many cases they should be able to apply understanding in a variety of ways (listed below). These verbs can link the desired understanding to an assignment that measures what they have learned.

4. Outcomes must be explicitly stated in terms of what students can do. Use **active verbs (below)** to describe what **students** will be able to do when they successfully complete the course activities. Care must be taken to avoid listing what the instructor plans to do, but instructor goals can be converted into student learning outcomes as shown below:

Faculty Course Objective – faculty planning, program planning	Student Learning Outcome – on the Syllabus
To demonstrate --- to students	Students will be able to describe, explain, review,
To introduce student to -----	Students will recognize, identify,
To teach students to understand --	Students will be able to describe, explain,

ACTIVE VERBS for LEARNING OUTCOME STATEMENTS – Bloom’s Taxonomy

The action verbs below are considered measurable and suitable for use in the development of student learning outcome statements. Using these action verbs will help assure that the student learning outcome can be measured. The categories presented below proceed from the simplest forms of knowing to the most complex forms. In general, more complex forms of action verbs (higher stages of Bloom’s Taxonomy) should be associated with upper division courses at the undergraduate level, in addition to graduate-level courses. Bloom’s Taxonomy is a hierarchical sequence; and therefore, being able to “analyze” for example (level four) assumes that the learner can already perform at the lower levels (knowledge, comprehension, application) of the Taxonomy.

I. Knowledge

Verbs: define, identify, label, list, name, state, match, recognize, locate, memorize, quote, recall, reproduce, tabulate, tell, copy, discover, duplicate, enumerate, listen, observe, omit, read, recite, record, repeat, retell, visualize

II. Comprehension [or understanding] of new material

Verb	Appropriate testing/ measurement of learning
Classify.....	Sort a random list into appropriate groups
Describe.....	Write or orally describe a phenomenon or concept
Discuss.....	Write or orally discuss a phenomenon or concept

Explain	Write or orally explain a phenomenon or concept
Express	Choose appropriate language or symbols to express a concept (e.g. write a poem or paint a picture evoking sadness)
Identify.....	Choose an appropriate answer in a multiple choice test
Indicate.....	Choose an appropriate answer in a multiple choice test
Locate	Pinpoint a site on a map or label a diagram (e.g., skeleton)
Restate	Re-write or explain a concept in their own words
Review.....	Present a summary

Paraphrase, summarize, extend, associate, convert, infer, translate, ask, cite, discover, generalize, give examples, group, observe, order, report, represent, rewrite, show, trace, transform

III. Application of new knowledge or skills

Verb Appropriate testing/ measurement of learning

Apply.....	Use knowledge to accomplish a task
Calculate	Use mathematical reasoning to determine a quantity, etc.
Dramatize	Use role-playing to illustrate a concept
Illustrate	Use drawings to explain, show a process, etc.
Practice	Use knowledge to follow established procedures and refine a skill
Schedule	Use knowledge to develop a timeline and plan to accomplish a task
Use	Employ tools and techniques appropriately

Modify, change, choose, discover, experiment, sketch, complete, interpret, manipulate, paint, prepare, teach, act, administer, articulate, chart, collect, compute, determine, develop, employ, establish, interview, judge, operate, schedule, simulate, transfer, write

IV. Analyze (part of critical thinking)

Verb Appropriate testing/ measurement of learning

Analyze	Describe parts, organization, functions – such as a process
Categorize.....	Place items in appropriate general groups based on similarities
Compare	Identify the similarities between 2 or more items, concepts, etc
Examine	Methodically scrutinize something to determine facts
Experiment, test	Try out something to determine an unknown or whether something is effective
Differentiate,	Show how 2 or more items are dissimilar and distinct
Plan	Write/describe a procedure to accomplish a goal before beginning it
Solve	Use mathematical or scientific reasoning to determine an unknown

Compare, distinguish, separate, select, connect, discriminate, divide, point out, prioritize, subdivide, divide, survey, advertise, break down, correlate, deduce, devise, diagram, dissect, focus, illustrate, question

V. Evaluation of concepts, alternatives (part of critical thinking)

Verb Appropriate testing/ measurement of learning

Appraise, assess.....	Describe and judge the value or quality of something based on reasoning
Evaluate, judge	
Critique.....	Describe the relative merits of something based on criteria
Rate, score	Assign a numeric value or ranking that indicates quality
Choose, select best...	Use established criteria to identify the optimal alternative from good options
Argue	Describe reasons and present evidence for a point of view (written exam question)
Estimate	Present a general calculation or anticipated cost or effect of something

Reframe, criticize, support, decide, recommend, convince, defend, find errors, grade, measure, predict, rank, test, conclude, critique, editorialize, justify, persuade, weigh

VI. **Create** (part of critical thinking)

Verb Appropriate testing/ **measurement of learning**

Formulate Express [oral, written] in a systematic way a theory or plan
Compose, Design.... Create an artifact (picture, poem, music, etc.) in order to communicate
Arrange, Organize.... Write a detailed plan/ arrangement to manage a problem
Propose..... Present a written plan with rational and arguments for its adoption

Hypothesize, substitute, construct, invent, integrate, produce, role-play, anticipate, adapt, assemble, collaborate, facilitate, imagine, intervene, manage, negotiate, originate, schematize, speculate, validate, structure

[Guidelines_SLOs_Revised_Senne_Aug_2012]

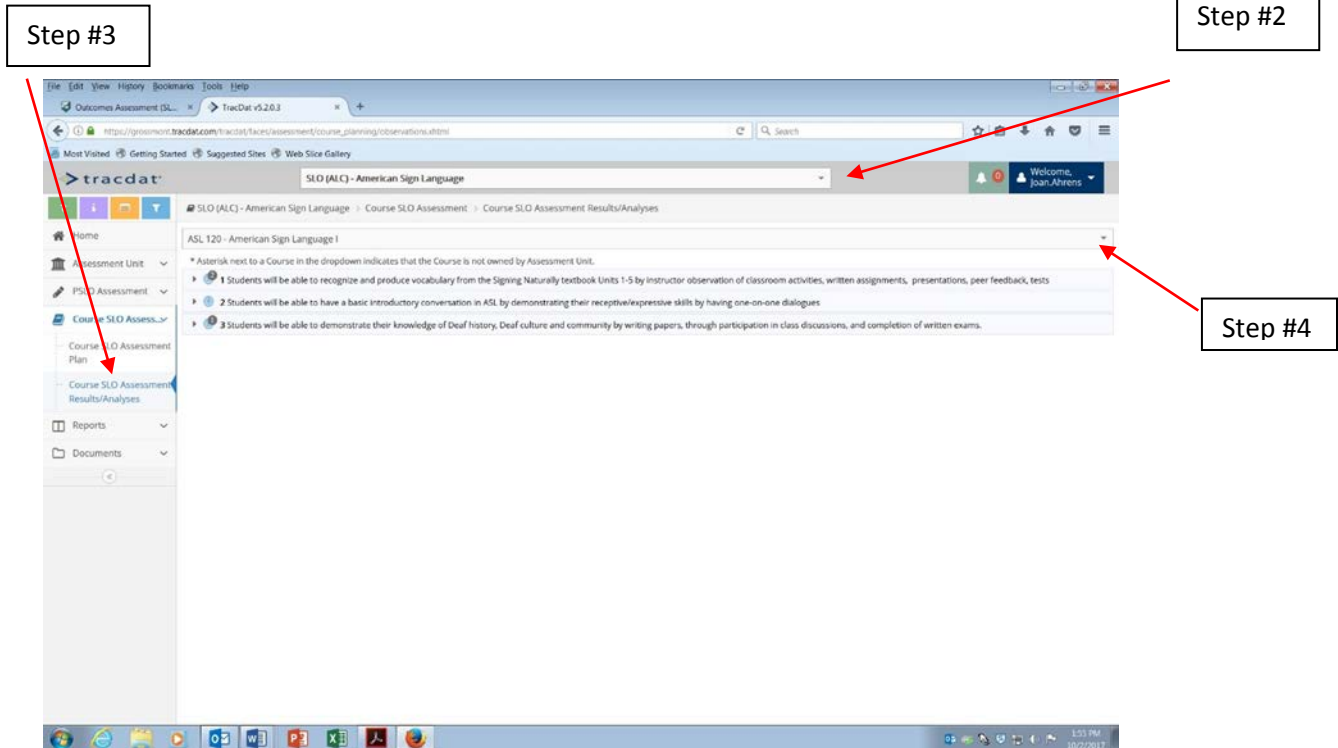
REVISED Bloom's Taxonomy Action Verbs


Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

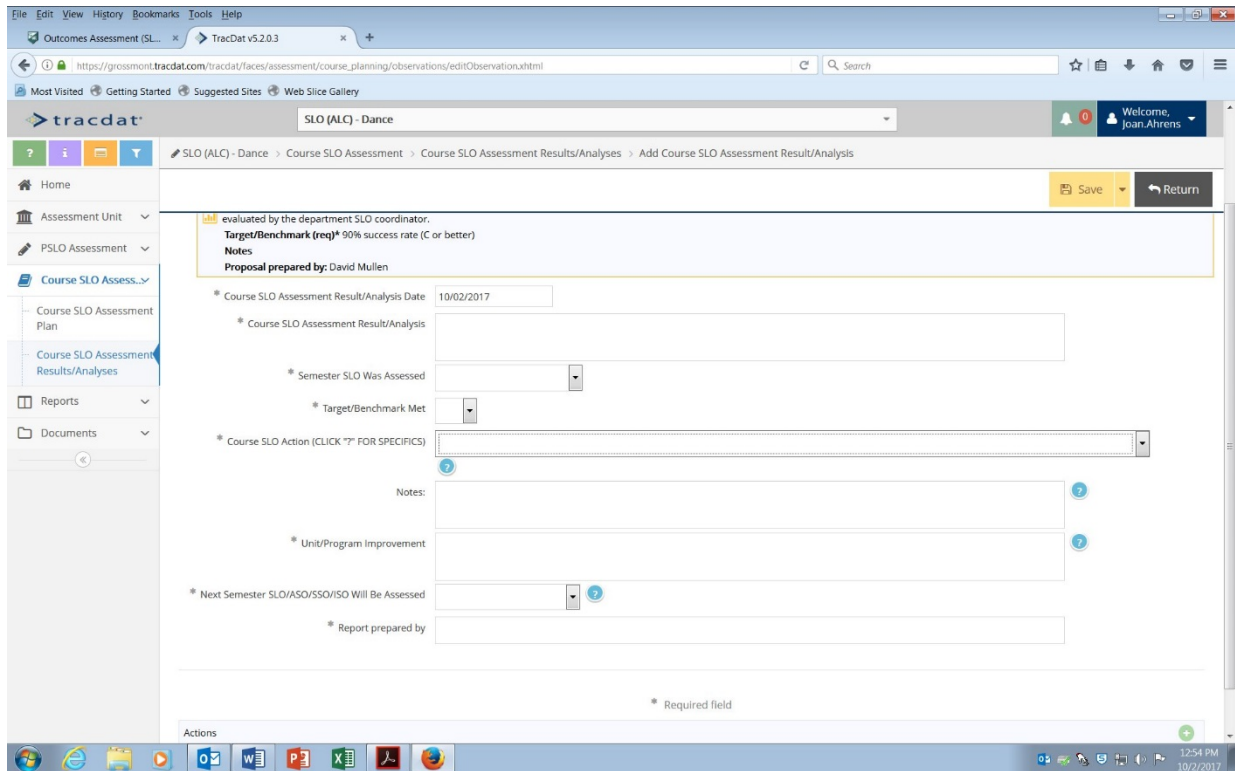
Grossmont College TRAC DAT Information on Entering Course Assessment Results/Analysis

1. Log in to Trac Dat using your user name and password for Grossmont College email. You will find a link to Trac Dat on the Outcomes Assessment Page in the Faculty/Staff section of the college website.
2. Using the drop down arrow in the menu bar, select the SLO site for your division and department.



3. Click on Course Assessment on the right hand menu, and then go to Course Assessment Results/Analysis.
4. On the right hand side of the screen, use the drop down box to select the course (e.g., ASL 120).
5. Click on a triangle to expand an outcome. 

Go to Next Page



6. Click on the plus sign on the right hand side of the screen. The window above will appear and you will be able to add assessment results.
7. In the course SLO assessment result/analysis box: Type a brief summary of the assessment results.
8. Indicate the semester the SLO was assessed by using the drop down menu to select the year and semester the SLO was assessed.
9. Select “Y” or “N” to indicate if the benchmark was met.
10. **Course SLO Action: Summarize your improvement plan here. This is the most important step in the SLO assessment cycle. For example, you may decide to revise the assessment, the benchmark, or the SLO itself. Another option might be to make a change in teaching methods, such as creating more opportunities for formative assessment (e.g., one-minute papers), or revising your course content. Use the drop down arrow on the far right to select your improvement plan. Use the notes section to provide detail of your improvement plan.**
11. Unit/Program Improvement: This could be a summary of how your department plans to use the assessment results to improve a course, course sequence, or program.
12. Indicate the next semester the SLO will be assessed. For high enrollment courses, consider assessing regularly to strive for continuous improvement.
13. Provide your name in the “Report prepared by” area.
14. Finally, be sure to use the yellow “SAVE” box to save your work.

TWELVE COMMON QUESTIONS AND ANSWERS ABOUT REGIONAL ACCREDITATION

These Questions and Answers are Meant to Provide Basic Information about Regional Accreditation to College Staff and Students.

1. WHAT IS REGIONAL ACCREDITATION?

Regional accreditation is a successful and robust, time-tested model of professional peer review that supports educational excellence. Accreditation is a voluntary process of quality review that institutions agree to undergo periodically. The accrediting commissions with responsibility for accreditation in various regions are legally recognized by the federal government. The public has come to value accreditation as a mark of quality.

Accreditation is a system of self-regulation developed by higher education institutions to evaluate overall institutional quality and encourage continual improvement. Colleges and universities form membership associations to set up an accrediting agency and work with that agency to establish the quality standards used to rigorously evaluate the institutions. Accreditation standards represent the best practices in higher education and set a high expectation for quality.

There are six geographic regions under the U.S. system recognized by the federal government. Within each region, an accreditor is responsible for designated types of higher education institutions and the types of credentials offered at those institutions. There are other kinds of accreditation (national, programmatic) but regional accreditation status is regarded as the most comprehensive and rigorous for institutions to attain.

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) is part of the Western region. The Western region has two higher education accreditors: the WASC Senior College and University Commission, and the ACCJC. The two Western region accreditors operate in California, Hawai'i and the Pacific Region that includes Guam, American Samoa, the Republic of Palau, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Commonwealth of the Northern Marianas Islands. Five other regional accreditors operate in and have names associated with other geographic regions of the United States.

2. WHAT AUTHORITY DO REGIONAL ACCREDITORS LIKE THE ACCJC HAVE TO IMPOSE ACCREDITATION STANDARDS ON INSTITUTIONS?

The regional accreditors are given the authority to apply their accreditation standards by the member institutions that have voluntarily joined a regional association to improve educational quality.

The ACCJC and other regional accrediting bodies are also authorized to operate by the U.S. Department of Education (USDE) through the Higher Education Opportunity Act. The USDE evaluates accrediting bodies every five years through a process called "recognition." The USDE has several requirements that accrediting bodies must demonstrate they continuously meet, including integrity of the process, making the results of accreditation available to the public, and fairness in the even application of the accreditation standards to all institutions.

Accreditation from a USDE-recognized accreditor, such as the ACCJC, enables institutions to qualify for federal Title IV funds (financial aid for students) and other federal grants and contracts.

The accreditation standards of a recognized accrediting body such as the ACCJC are developed with some input from the Department of Education and Congress, which also asks each accreditor to encourage the active participation of all member institutions in a transparent and open process that assures educational quality.

WHO IS RESPONSIBLE FOR HIGHER EDUCATION QUALITY ASSURANCE?

Federal policy regarding Higher Education quality assurance describes three entities, each with distinct roles - the federal government, state governments, and accrediting bodies.

The shorthand for these three entities is the “three legged stool” or the “triad”.

Each entity has a specific role defined in law and regulation, and the roles complement one another. There is an ongoing policy debate about whether these roles should be adjusted to meet emerging issues of quality assurance.

Of course, institutions are ultimately responsible for quality and for meeting federal, state and accreditation requirements.

3. WHAT IS THE PURPOSE OF REGIONAL ACCREDITATION?

Accreditation is a proven method for assuring that a higher education institution has the ability to offer a quality education to the men and women who will lead their communities in the future, and to improve that quality over time. By establishing high standards and then being externally evaluated against those standards, colleges and universities can provide a degree or certificate that students and the community can trust.

In achieving and maintaining its accreditation a higher education institution assures the public that the institution meets standards of quality, that the education earned there is of value to the student who earned it, and that employers, trade or profession-related licensing agencies and other colleges and universities can accept a student’s credential as legitimate.

Just as important, the process provides a means for an institution to continuously improve educational quality and grow to meet the changing needs of students and society. Internal evaluation is a critical part of the accreditation process and through the various phases of an accreditation process, colleges and universities are able to build on strengths and improve weaknesses so that they offer a better education.

4. HOW IS THE ACCREDITATION REVIEW CONDUCTED?

There are four phases to the accreditation process involving internal evaluation, external evaluation by professional peers, Commission evaluation, and institutional self-improvement to meet evolving regional and federal standards. Every seven years ACCJC members have agreed to undergo the comprehensive process to determine whether they are meeting the established Accreditation Standards and to develop ways to improve their future ability to serve students.

Every accreditation review starts with an internal evaluation. An ACCJC member institution engages in comparing itself to the Accreditation Standards, writes an internal (i.e., self) evaluation report, develops its own plans for improvement where needed, and submits the written analysis to the ACCJC for review.

At the second phase, a trained team of education professional peers from member institutions conducts an external institutional evaluation. The external evaluation team, comprised of volunteers, visits the institution, examines the institutional internal evaluation, examines institutional practices, and writes an evaluative report with recommendations both for meeting standards and for improving institutional practices.

The third phase occurs when the members of the regional accrediting commission evaluate all the information and make the decision on the accredited status of the institution. The Commission may also provide recommendations and direction for institutional improvement in areas where standards are not met or improvement is needed. The ACCJC Commission reviews institutional cases at meetings in January and June of each year.

The fourth phase is about self-improvement. Each institution uses the recommendations of the external evaluation team and the Commission to guide changes that enhance their educational quality and institutional effectiveness. Colleges also use their internal quality improvement processes in this phase.

Member institutions work to improve institutional performance between comprehensive reviews. The Commission may monitor and advise an institution on meeting and exceeding the quality expectations. If an institution is out of compliance with the Accreditation Standards, the Commissioners may require a follow-up report from the institution, or another team visit, and/or may impose a sanction and deadlines for the institution to come into compliance with all Accreditation Standards. A sanction signals the institution and the public that there are institutional issues that need to be addressed if quality is to be maintained. While on sanction, institutional accreditation continues and the institution works to resolve any such issues.

An institution seeking ACCJC accreditation for the first time undergoes a similar process including an internal examination using the Accreditation Standards and an external team evaluation using the Accreditation Standards. It then will spend three to five years in pre-accreditation statuses of Eligibility and Candidacy as it demonstrates that it has the capacity to continuously meet Accreditation Standards. When the institution is found to meet all Accreditation Standards and policies, it is awarded “initial accreditation,” and thereafter is subject to a comprehensive review every seven years.

5. WHAT ARE THE ACCREDITATION STANDARDS?

The Accreditation Standards are the basic tool used by member institutions to gauge their success in providing high quality education and to continually improve. The Accreditation Standards focus a good deal on institutional practices that support student completion of certificates and degrees, and student learning. Accreditation helps assure that students get a sound and useful education that is of lifelong value.

Accreditation standards are established by an accrediting commission in collaboration with an accrediting association’s member institutions and are discussed in public hearings with multiple opportunities for comment by the member institutions and the concerned public before they are adopted. The ACCJC’s Standards are reviewed, and changes are considered, every six years. In addition, accreditation standards include statements of expected practice reflecting federal requirements of the U.S. Department of Education that come from Congressional guidelines and expectations for institutional quality. These federal requirements are increasingly more rigorous.

The Accreditation Standards describe good practices in areas of institutional operations, including institutional mission, institutional effectiveness (i.e., achieving stated mission, providing effective educational services), instruction, support services, library and learning resources, human resources, facilities and physical resources, information technology resources, fiscal resources and fiscal management, and governance and decision making.

6. WHO ARE THE COMMISSIONERS?

The ACCJC has 19 Commissioners who represent the interests of the general public and the regional member institutions.

According to the ACCJC bylaws:

- five Commissioners are faculty from member institutions;
- at least three, but no more than five, represent the public interest and have no affiliation with any member institution, as required by federal regulations;
- up to two may be affiliate members not qualified under any of the other categories but are deemed to have expertise or skills that will add meaningfully to the Commission;
- three are administrators from member institutions; and
- six people represent one of the following educational entities;
 - » the California Community Colleges,
 - » the University of Hawai'i Community Colleges,
 - » four-year colleges and universities accredited by the WASC Senior College and University Commission, secondary schools accredited by the Accrediting Commission for Schools of WASC, the Pacific Colleges other than Hawai'i accredited by the ACCJC, and
 - » private colleges accredited by the ACCJC.

7. HOW ARE THE MEMBERS OF THE COMMISSION ELECTED?

The Commissioner election process solicits nominations and applications for vacant Commissioner positions through a widely distributed announcement each year in February. Persons interested in becoming a Commissioner complete application materials. A Nominating Committee comprised of four sitting Commissioners and four persons from member institutions nominates a slate of candidates; chief executives of member institutions may add alternative candidates to the slate. The chief executive officers of member institutions then elect the new Commissioners. The Commissioner election process ensures that individuals with personal integrity and true commitment to higher education quality are elected to serve as Commissioners.

8. WHO SERVES ON EVALUATION TEAMS?

Evaluation teams are comprised of eight to 12 volunteer education professionals from member institutions who are trained by the Commission staff to employ the ACCJC Accreditation Standards in evaluating institutional practices. They are administrators, faculty, and other experts, sometimes including trustees of two-year colleges. They have experience in educational governance and administration, instruction, student services, research, facilities, learning resources, fiscal management, human resources, and technology resources.

The Commission selects evaluation team members on the basis of their professional expertise and specializations (e.g., distance education and career and technical education experts are frequently needed), their experience with accreditation at their own campuses, and their ability to apply the Accreditation Standards fairly and consistently. Work as a volunteer evaluator requires a substantial commitment of the evaluator's time, and a team member participates in a multi-day evaluation visit.

Evaluators must also be analytic and use evidentiary materials, have strong interpersonal skills, be able to apply Accreditation Standards to institutions objectively, be able to write well, use technology to review evidence and write reports, and work well as members of the team. Evaluator training and experience help the team members enhance their skills, and so individuals willing to serve as team members for several years are desirable.

9. ARE THE INSTITUTIONS EXPECTED TO MEET ALL ACCREDITATION STANDARDS AT ALL TIMES?

Yes. Institutions that seek ACCJC accreditation agree to adhere to the Accreditation Standards established by the member institutions at all times. Since accredited status is a signal to the public that an institution satisfies all Accreditation Standards, institutions have to remain in compliance at all times. Anything short of that would diminish public confidence in accreditation as a means of assuring quality. When there is a major change in Accreditation Standards, the Commission sets a reasonable timeline for institutions to comply with them; for example, a 10-year timeline was given for implementing student learning outcomes.

Institutional practices change over time, and institutions often find they must improve in order to continue to meet all Accreditation Standards. The purpose of the comprehensive review is to provide the impetus for re-evaluation of institutional quality. Recommendations for how to make needed change result if the evaluation concludes there are some institutional deficiencies in meeting standards. Recommendations for improvement result if the evaluation concludes there are opportunities to extend quality practices and to excel.

10. DOES THE COMMISSION'S PROCESS HELP INSTITUTIONS IMPROVE, OR JUST EXPOSE THEM TO NEGATIVE PUBLICITY WHEN THE INSTITUTION IS FOUND NOT TO MEET ALL ACCREDITATION STANDARDS?

The accreditation process is very effective in helping institutions to improve their educational and institutional effectiveness. Accreditation Standards developed by the ACCJC are drawn from best practices within the member institutions as well as from best institutional practices nationally. The accreditation process reinforces the institutional responsibility to implement these Accreditation Standards.

The accreditation process provides institutions with peer advice as well as training on institutional practices that improve quality. Professional peers who comprise the evaluation teams provide evaluation and guidance tailored to the institution's mission and other institutional characteristics. Professional peers on the Commission also provide advice and recommendations. Commission staff also provide training and support to institutions that have been found out of compliance and are trying to make needed changes.

Except in the most egregious cases, the Commission gives institutions some time to implement the recommendations for improvement and to come into compliance with Accreditation Standards. Colleges report to the Commission that the accreditation findings and recommendations, and the time limit given for improvement, and even the sanctions given, help to focus institutions on what must be done to improve.

11. IF FOUND OUT OF COMPLIANCE, HOW LONG DOES THE INSTITUTION HAVE TO CORRECT THAT SITUATION? IS THERE A LIMIT ON THE AMOUNT OF TIME AN INSTITUTION WILL BE GIVEN TO IMPROVE?

Federal law requires accreditors to give higher education institutions found out of compliance with any standard, no more than two years to come into full compliance. This is known as the "Two Year Rule." The law requires the Commission to terminate accreditation if an institution fails to come into compliance within this period, unless there is a defined basis to grant an extension of no more than two years.

12. HOW DOES THE COMMISSION ENSURE THAT ITS DECISIONS ARE FAIR AND UNBIASED, AND THAT ITS EVALUATION TEAMS ARE UNBIASED?

The Commission applies the Accreditation Standards in a consistent manner to all the institutions being accredited. The accreditation process is designed to be transparent and collaborative so that the institutions feel the accreditation process is fair and will yield accurate results. The Commission holds itself accountable for good practice by evaluating and assessing its own ability to make fair and unbiased decisions on accreditation. The evaluation encourages feedback so an institution's views of the process or an evaluation team report can be heard by the Commission.

The Commission works to make sure the process is fair through the development of clear conflict of interest policies, effective training of evaluators, rigorous evaluation of team members by staff and member institutions, and by encouraging feedback by institutions undergoing evaluation.

The Commission's policy on Conflict of Interest applies to Commissioners reviewing an institutional case as well as to evaluation team members and Commission staff. Commissioners with a conflict or potential conflict are not permitted to evaluate a case; team evaluators with a conflict or potential conflict are not permitted to serve on a team or are removed from an evaluation team if a conflict is identified by the individual, the institution, or the Commission.

The Commission members undergo training on fairness and consistency. Commission meetings always begin with a review of the Policy on Conflict of Interest as well as a discussion of fairness and consistency in applying Accreditation Standards to all institutions.

All evaluation team members are trained prior to each comprehensive evaluation assignment. All members of comprehensive evaluation teams are evaluated by the team chair, and the ACCJC keeps data on those evaluations. Team members who receive critical evaluations are individually advised to correct behaviors, or are not asked to serve on future teams.

In addition to the extensive self-evaluations of these professional peer review teams, the accreditation process encourages feedback at all levels. Colleges undergoing comprehensive evaluation are asked to evaluate the performance of the visiting evaluation team. That feedback may include general or specific statements about team members. These comments are also retained in the Commission's database and, if negative, may result in a decision not to ask the individual to serve on future teams.

ACCJC accreditation provides due process rights to institutions. The chancellor, president, or other top official of an institution undergoing accreditation review is given opportunity to respond to draft evaluation team reports in order to correct errors of fact. A college may also exercise its right to respond to a team's findings and recommendations in writing or by appearing before the Commission when the case is being considered.

For more information about accreditation please find "The Value of Accreditation" published by the Council for Higher Education Accreditation (CHEA) at: <http://www.chea.org>.

Accreditation Standards

(Adopted June 2014)

Introduction¹

The primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

There are four Standards that work together to define and promote student success, academic quality, institutional integrity, and excellence. The mission provides a framework for all institutional goals and activities. The institution provides the means for students to learn and achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated evaluation and planning (Standard I). Student learning programs and support services make possible the academic quality that supports student success (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV). Integrating the elements of the Standards gives institutions the means to develop a comprehensive assessment of academic quality, institutional integrity and effectiveness, and a path to continuous improvement.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

¹ The Introduction section and opening paragraphs of each Standard are not intended for citation as standards. They are introductory in nature only.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, 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.
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
8. 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.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
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.
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)
10. 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. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)
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.
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The 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. (ER 12)
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
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.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
16. The institution regularly evaluates and improves 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. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.
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.
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring the college sets institutional performance standards for student achievement;
 - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
 - ensuring that the allocation of resources supports and improves learning and achievement; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.
6. The CEO works and communicates effectively with the communities served by the institution.

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Catalog Requirements

The following list of required information must be included in the college catalog.

1. General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Representation of accredited status with ACCJC, and with programmatic accreditors if any
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length,
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

2. Requirements

- Admissions
- Student Tuition, Fees, and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfer

3. Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance and Transfer of Credits²
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

4. Locations or Publications Where Other Policies may be Found