ACCJC Evaluation Team Visits
2002 Standards

Student Achievement and Student Learning Outcomes:
What Accreditation Teams Would Ideally Find

The Core mission of community and two-year colleges is education of its students. In order to promote improvements in student learning (and institutional effectiveness), an institution should collect and use data to assess its own effectiveness and develop and implement plans to improve student achievement and student learning. Ideally then, accrediting teams could hope to find information on student achievement and on student learning outcomes.

Teams conducting external evaluation visits are asked to comment on the institutions’ progress in incorporating all of the Standards’ requirements about student learning outcomes into their reports. Below are some suggestions for how teams might find information on both achievement and learning outcomes.

Information on Student Achievement: (i.e., student progress through the institution)

Is there evidence that the college has the capacity to collect, does collect, and uses in its own evaluation and planning processes, data on student achievement? Is there evidence that the college does so regularly? Is this data disaggregated by subpopulations where appropriate? This includes data on:

- Student demographics
- Student preparedness for college, including performance on placement tests and/or placement
- Student needs (i.e., local employment training needs, transfer education needs, basic skills needs, etc.)
- Course completion data
- Data on student progression to the next course/next level of course
- Data on student program (major) completion
- Data on student graduation rates
- Data on student transfer to a four-year institution
- Data on student job placements
- Data on licensure exams (scores, pass rates)

Information on Student Learning Outcomes: (i.e., student mastery of the knowledge, skills, abilities, competencies, etc. identified by those designing the educational experience of the college).

Is there evidence that student learning outcomes are defined?
- By course
- By program
- By degree (including General Education requirements)
Is there evidence there was dialogue about the SLOs?

- Prior to development
  - As part of developing integrated educational services and courses/programs
  - As part of institutional self-evaluation, planning, and improvement
  - At the appropriate level of inclusion for the SLOs for courses, programs, and degrees (is it evident that SLOs are "tracked" from courses, through programs, and to certificates and degrees)
  - In terms of how institutional processes can be oriented to better support learning.

Is there evidence the SLOs are measured and the measurements are analyzed in order to:

- Inform pedagogy and help improve the educational services
- Evaluate institutional effectiveness and plan institutional improvements
  - The rubrics created to describe SLOs and related measurement strategies
  - The ways in which specific pedagogical practices are changed in response to analyses of SLO attainment
  - Analyses of SLO attainment used in the Program/Unit Review process to improve student learning, programs, and services?

Is there evidence that students are learning?

- Samples of student work
- Copies of summary data on measured student learning outcomes