GROSSMONT COLLEGE

SLO Handbook

Revised October 2025

SLO Coordinator

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An Overview of Student Learning Outcomes at Grossmont College

The Student Learning Outcomes (SLO) assessment is the process of collecting information to determine whether the programs, services, activities throughout the college are having the desired impact on student learning. (San Diego Mesa College, 2024) The Accrediting Commission for Community and Junior Colleges (ACCJC) has elected to use SLOs as an integral part of its accrediting standards (see Appendix B). 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). (See Appendix A for Grossmont College's Institutional SLOs.)

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 and increases their awareness and involvement in their own learning. (*Learning Outcomes & Assessment | glendale community college*) Learning outcomes should not be a mystery to students, and they should be included on all course syllabi.

Using SLOs also change 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. It encourages interdisciplinary and intercampus discussions about the reliability and validity of outcomes, as well as sharing best practices based on assessment results including the exchange of new ideas and pedagogical techniques.

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. It gives faculty a method to address content detailed on the course outline. Thus, at the end of the semester you can use this information to evaluate your course structure or teaching methods and identify necessary resources and/or services.

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 what 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.

Accreditation

There are several accreditation requirements related to outcomes assessment. The following ACCJC Accreditation Standards specifically address how institutions must use outcomes assessment to inform continuous improvement:

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

2.3. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

2.6 The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

2.7 The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

2.9 The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implements improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

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 *Nuventive Improve*, 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 3 of the semester:
   - Upload assessment results for the previous semester's assessments onto (ex: During week 3 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 *Nuventive Improve* documents.
   - Before logging out of *Nuventive Improve*, indicate when the SLO will be assessed again.
   - Remind faculty that they will need to report on the results of the plan as-is or the improvement plan and to include specific details about the improvement plan or why the plan is going to remain unchanged. A reply of "no changes at this time" should typically be avoided.

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.

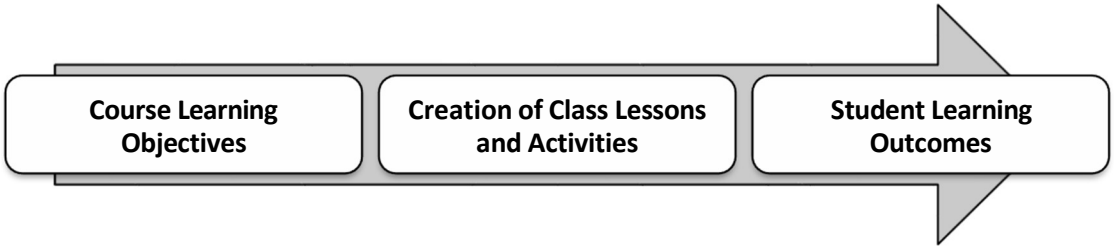
Outcomes versus Objectives

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. The main difference between SLO statements and course objectives is that SLO statements demonstrate an overarching understanding or application of a core aspect of the course, while objectives are the small pieces of subject matter that build-up to the broader SLOs. (*Differences between Slos & Objectives* 2019) 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. (See Appendix A for Grossmont College ISLOs.)

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)

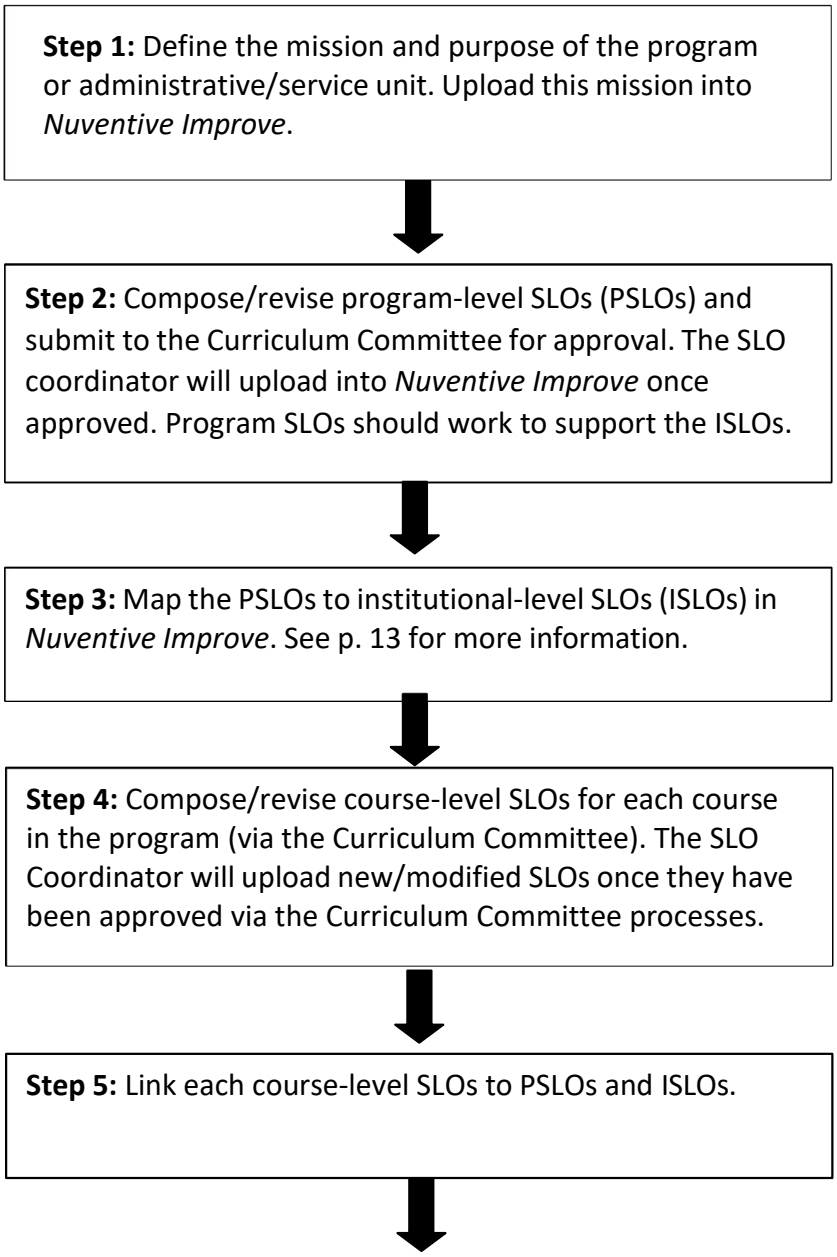
Course-level SLOs focus on what a student will be able to do as a result of successfully completing a course. Course SLOs describe the meaningful, observable and measurable knowledge, skills and/or attitudes students will learn in the course. These address the measurable and observable outcomes you expect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

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 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 *Nuventive Improve*.

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

Step 8: Conduct and document assessment activities. Input results into *Nuventive Improve*. ***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 *Nuventive Improve*. **Begin the cycle again.**

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 course and course learning outcome and one row for each program student learning outcome or required event/experience (or vice versa: each row contains a course student learning and each column lists a program student learning outcome).

Basic Example of Template Mapping Course SLOs to Program SLOs

Intermediate Example of Template Mapping Course to Program SLOs

	Course 101	Course 102	Course 103	Course 104	Course 200
PSLO #1	X	X	X	X	
PSLO #2		X	X	X	
PSLO #3				X	X
PSLO #4					X

Key: "X" indicates a course SLO that supports the PSLO.

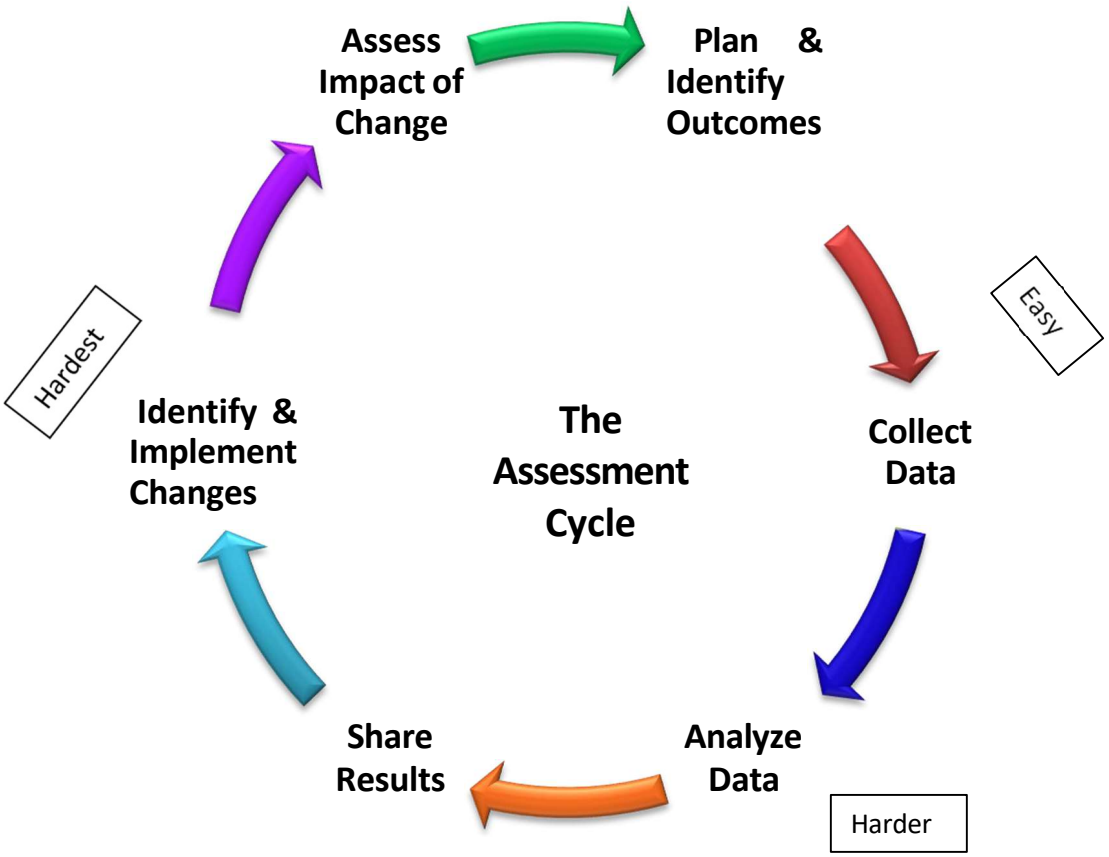
Intermediate Example of Template Mapping Course to Program SLOs

	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.

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 will your students be able to do by the time they complete your program?
- What concepts or skills run throughout all (or several) of your program's courses?
- What methods and procedures should they know?
- What will students gain from completing this program?

Questions to Consider Related to Skills and Abilities

- 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, Behaviors, and 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?

(Shoemaker, 2017)

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.

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? *Bloom's Taxonomy*
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.

(*Assessment toolbox: Learning outcomes writing learning outcomes – ABCD method*)

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***? Select an action verb identifying specific knowledge and/or skill to be demonstrated.

  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***? Pair each course SLO with one or more learning activities in the class that allow students to achieve the outcome.

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

  (Tillamook Bay Community College, 2017)

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
  (Long Beach City College, 2019)

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

(*Palomar Community College* 2019)

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 *for* Learning	**Summative: Assessment *of* 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

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 thecourse?
- 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 (*UCF* 2023)

Changes to the Assessment Plan	▪ revision of intended learning outcomes ▪ revision of measurement approaches ▪ changes in data collection methods ▪ changes in targets/standards
Changes to the Curriculum	▪ 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	▪ revision of advising standards or processes ▪ improvements in technology ▪ changes in faculty staffing ▪ changes in frequency or scheduling of course offerings

The Assessment Cycle: Close the Loop

"Closing the Loop" refers to a wide variety of outcomes and actions that results from an institution's review and consideration of student learning outcome assessment data. It is critical that these revisions are made on the basis of qualitative and quantitative data that are gathered systematically, not on the basis of anecdotal evidence or intuition. Actions to close the loop tend to fall into one of the following categories: Making improvements in pedagogy, courses, or curricular programs; disseminating results to appropriate and necessary members of the campus community, evaluating and/or revising the assessment process; and planning and/or implementing professional development activities that focus on new pedagogical strategies. (California State University, Northridge, 2019)

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?

Frequency of Assessment: Multiple institutions suggest 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.

Some institutions recommend that Career and Technical Education courses are assessed at least every two years.

Prerequisite courses or courses with prerequisites: At one time, Long Beach Community College posed 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: Long Beach Community College had also previously recommended 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: It has been noted 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.

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	▪ revision of intended learning outcomes ▪ revision of measurement approaches ▪ changes in data collection methods ▪ changes in targets/standards
Changes to the Curriculum	▪ 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	▪ revision of advising standards or processes ▪ improvements in technology ▪ changes in faculty staffing ▪ changes in frequency or scheduling of course offerings

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?

Common Misperceptions about Assessment and Some Responses

1. "Assessment is only for accreditation or compliance."
Response: Assessment is a continuous improvement tool that helps identify gaps in student learning and equity, not just a reporting exercise.
(Howard, 2018; Marrs, 2009.)

2. "We're doing fine without formal assessment."
Response: Without data, faculty cannot confirm that all student groups are succeeding equally. Evidence-based review ensures teaching aligns with learning outcomes.
(Turner, 2013.)

3. "Assessment is someone else's job."
Response: Faculty are in the best position to interpret, act on, and improve based on results since they design and deliver instruction.
(Marrs, 2009.)

4. "Assessment results don't tell me anything useful."
Response: When outcomes and rubrics align, data can highlight instructional strengths and weaknesses—driving curriculum and pedagogical improvement.
(Culver, 2018; Howard, 2018.)

5. "It's too time-consuming and doesn't add value."
Response: When embedded in course design, assessment saves time by revealing what works early, preventing wasted effort later.
(Wang, 2012.)

6. "Assessment is for weak programs or poor-performing students."
Response: Every program benefits from reflective practice. Assessment data ensures success across all cohorts and strengthens instructional equity.
(Turner, 2013.)

7. "Our rubrics and tools are already reliable enough."
Response: Continuous calibration and reflection ensure validity and consistency across faculty and semesters.
(Royal, 2013.)

8. "Once we grade, the job is done."
Response: Assessment should lead to dialogue, reflection, and change. Closing the loop ensures evidence leads to action.
(Howard, 2018.)

9. "Assessment frameworks don't apply to my discipline."
Response: Outcome assessment can be adapted to any field—whether quantitative or creative—when focused on clear, measurable learning goals.
(Madsen et al., 2015.)

Eight Questions that Assessments Can Answer

#	Question	Why It Matters
1	**Are students learning what we intend them to learn?**	Assessment shows whether formal outcomes are actually being achieved. provost.cornell.edu+2asccas.osu.edu+2
2	**How well are students achieving the stated learning outcomes?**	It's not just whether they meet outcomes—but *to what degree*. Northern Illinois University+1
3	**Which teaching methods or learning activities are most effective?**	Once you know what's happening, you can connect it back to methods/activities for improvement. facultyfocus.com+1
4	**Where are students struggling or underperforming?**	Pinpointing weak spots allows targeted intervention. University of Wyoming
5	**How can curriculum or instruction be improved?**	Assessment is only useful if it leads to instructional change. ABET+1
6	**Do learning outcomes align with institutional or program goals?**	Ensures coherence between the micro (course) and macro (program/institution) levels. asccas.osu.edu+1
7	**Are there differences in learning across student groups or modalities?**	Especially important for equity, modality (online/blended), and diverse student populations. heliocampus.com
8	**Is there evidence of improvement over time (closing the loop)?**	Assessment isn't static: you must track progress, revise and then re-assess. ABET

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Appendix A

Grossmont College Institutional Student Learning Outcomes (ISLOs)

Critical & Creative Thinking 1.1
Students will analyze, connect, and synthesize ideas in order to creatively solve problems.

Critical & Creative Thinking 1.2

Students will demonstrate comfort and competence in interpreting and working with numerical data to weigh evidence, support arguments, and solve problems in everyday life situations.

Critical & Creative Thinking 1.3

Students will explore issues, ideas, artifacts, and events thoroughly and gather evidence from multiple perspectives before forming an opinion or conclusion.

Communication Skills 2.1

Students will be able to communicate effectively through reading, writing, speaking and listening.

Global & Local Perspectives 3.1

Students will recognize the interdependence of the physical, social, political, and cultural environments in which they live.

Global & Local Perspectives 3.2

Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.

Technology & Information Skills 4.1

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.

Technology & Information Skills 4.2

Students will demonstrate skill in the applications and ethical implications of using technology.

Life & Career Skills 5.1

Students will engage in self-reflection to cultivate their personal development and emotional, psychological, and physical well-being.

Life & Career Skills 5.2

Students will engage in, interpret, and appreciate various forms of artistic and creative expression.

Life & Career Skills 5.3

Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.

Appendix B

Writing Course Student Learning Outcomes

To write effective course student learning outcomes, follow these steps:

1. **Identify key concepts:** Determine the essential concepts and skills students should learn during the course. This includes both the information they should retain and the skills they should demonstrate. (Stanford University, 2021)

2. **Use Action Verbs:** Start your outcomes with action verbs like “explain,” “identify,” or “demonstrate.” Avoid vague terms like “understand” or “know.” (Stanford University, 2021)

3. **Limit to Four to Five Outcomes:** Keep your outcomes concise and focused on the most important concepts and skills. Aim for four to five outcomes per module. (Stanford University, 2021)

4. **Backwards Design:** Use the backwards design framework to start with the intended outcomes and work backward to determine the assessments that will demonstrate these outcomes. (Stanford University, 2021)

5. **Align with Curriculum:** Ensure that your outcomes align with the broader curriculum and the purpose of the course. (Stanford University, 2021)

Appendix C

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to achievement for all students and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring educational opportunities and successful outcomes for all students. (ER 6)

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Required Documentation – Institutional Mission and Effectiveness

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Institutions must also include documentation of the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

1i. Documentation of the institution's authority to operate as a post-secondary education institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)

1ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution

1iii. Documentation of the governing board's approval of the institutional mission (ER 6)

1iv. Procedures/processes for setting institutional goals, including provisions for the consideration of input from relevant institutional stakeholders, as appropriate for the character and context of the institution

1v. Documentation that the institution has established standards and goals for student achievement (i.e.,

institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote success for all students, and the institution evaluates student learning and achievement data to inform improvements and advance successful outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with different viewpoints. (ER 12)

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote learning and achievement for all students.

2.7. The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)

Required Documentation – Student Success

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Institutions must also include documentation of the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

2i. Documentation that the institution's practices for awarding credit reflect generally accepted following norms in higher education, including:
- Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees
- Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities
- Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable
- Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable

(ER 10, *Policy on Credit Hour, Clock Hour, and Academic Year; Policy on Competency Based Education*)

2ii. Documentation that the institution's transfer of credit policies include the following:
- Any established criteria the institution uses regarding the transfer of credit earned at another institution
- Any types of institutions or sources from which the institution will not accept credits
- A list of institutions with which the institution has established an articulation agreement
- Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning

(*Policy on Transfer of Credit*)

2iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)

2iv. Documentation of clear policies and procedures for handling student complaints, including
- Evidence that these policies/procedures are accessible to students in the catalog and online
- Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs

2v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating
- Accurate and consistent implementation of complaint policies and procedures
- No issues indicative of noncompliance with Standards

(*Policy on Complaints Against Member Institutions*)

2vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup

2vii. Documentation of the institution's policies and/or practices for the release of student records

2viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination

2ix. Official college catalog contains required elements (ER 20)

FOR TITLE IV PARTICIPANTS

2x. Documentation of the institution's implementation of the required components of the Title IV Program, including
- Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
- Evidence of timely corrective action taken in response to any Title IV audits or program reviews

(*Policy on Institutional Compliance with Title IV*)

FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION

2xi. Documentation of the institution's

- Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit
- Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)
- Policies regarding protection of student privacy

(*Policy on Distance Education and on Correspondence Education*)

REQUIRED ONLY IF APPLICABLE

2xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum

2xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit

2xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services

2xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote success for all students. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve mission fulfillment. (ER 8, ER 14)

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students. (ER 18)

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission

fulfillment.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Required Documentation – Infrastructure and Resources

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Evidence sources will vary from institution to institution. Institutions must also include documentation of the items below. These required items can be included as supporting evidence for the Standard narratives, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

3i. Written policies and procedures for human resources, including hiring procedures

3ii. Employee handbooks or similar documents that communicate expectations to employees

3iii. Annual financial audit reports (3 prior years, include auxiliary organizations, if applicable) (ER 5)

3iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)

3v. Policies guiding fiscal management (e.g., related to reserves, budget development)

3vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems

FOR TITLE IV PARTICIPANTS

3vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range – documentation of corrective efforts underway to address the issue

REQUIRED ONLY IF APPLICABLE

3viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*

3ix. Written code of professional ethics for all personnel including consequences for violations

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation by relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

Required Documentation – Governance and Decision-Making:

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Institutions must also include documentation of the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

4i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer

4ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)

4iii. Governing board policies/procedures/bylaws related to Board Ethics

4iv. Governing board policies/procedures/bylaws related to conflict of interest

Adopted June 2023; Edited January 2024; Edited June 2024; Edited June 2025.