

# Accreditation Standards, Cross-Walked, with Glossary Terms<sup>1</sup>

(Adopted June 2014)

## ***Glossary Terms only (in the order they appear in the standards)***

**Academic Quality:** A way of describing how well the learning opportunities, instruction, support, services, environment, resource utilization and operations of a college result in student learning and student achievement of their educational goals. The Accreditation Standards, collectively, are factors in determining academic quality in the context of institutional mission.

**Student Learning:** Competencies in skill and knowledge gained by students who are at the institution. The knowledge and competencies are expressed for segments of study or activity through measurable learning outcomes at the institutional, program, degree, and course levels.

**Student Achievement:** Student attainment that can be measured at defined points of completion, including successful course completion, certificates and degrees, licensure examination passage, post-program employment, and other similar elements.

**Institution-Set Standards:** Performance metrics and measures set by institutions for student achievement, both in individual programs and for institution-wide student achievement. Both the definition and the level of expected performance are appropriate for assessing achievement of institutional mission, for determining actions of improvement, and for analyzing institutional results in the context of higher education. Institutions assess student performance against locally set standards in order to determine institutional effectiveness and academic quality and to inform planning and action for continuous improvement.

**Institutional Integrity:** Concept of consistent and ethical actions, values, methods, measures, principles, expectations, and outcomes, as defined by institutions; and of clear, accurate, and current information available to the college community and public.

**Pre-Collegiate Level:** Curriculum and courses offered by the college, either credit or noncredit, that the college defines as below the level of curriculum that satisfies requirements for either degrees or transfer. Pre-collegiate curriculum usually refers to courses which may prepare a student to successfully complete degrees or transfer. Pre-collegiate curriculum may also refer to courses which provide technical preparation for individuals to attain entry level work without completing studies which would qualify for either a certificate that is part of a degree, a degree or transfer.

**College Level:** Curriculum and courses offered by the college which are degree applicable and meet college graduation requirements, including courses in certificate programs that qualify toward an associate degree and above.

**Established expectations in higher education** (also, appropriate for, accepted in, common to, accepted norms in, etc.): Shared and time honored principles, values and practices within the American community of higher education.

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**Interdisciplinary Core:** A set of courses required of all students for completion of an interdisciplinary major or degree. The courses are identified on the basis of the skills, knowledge, and habits of mind that students within the interdisciplinary program of study are expected to attain and demonstrate.

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**Pathways:** The specific selection and progression of courses and learning experiences students pursue and complete and they progress in their education toward a certificate, degree, transfer, or other identified educational goal.

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**Contractual Agreements:** Arrangements for educational services that are either: (1) provided by the college/district/system for remuneration under contracts with business or other agencies, or (2) received by the college/district/system under contracts with businesses or other agencies. Contractual arrangements for delivery of educational services may include, but are not limited to, curriculum, learning support services, student support services, and instruction.