

Criterion Three: Student Learning and Effective Teaching

Criterion Statement:

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component - 3A. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Examples of Evidence:

- The organization clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.
- Assessment of student learning provides evidence at multiple levels course, program, and institutional.
- Assessment of student learning includes multiple direct and indirect measures of student learning.
- Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.
- The organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates).
- The organization's assessment of student learning extends to all educational offerings, including credit and non-credit certificate programs.
- Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.
- Faculty and administrators routinely review the effectiveness and uses of the organization's program to assess student learning.
- Other

Core Component - 3B. The organization values and supports effective teaching.

Examples of Evidence:

- Qualified faculty determine curricular content and strategies for instruction.
- The organization supports professional development designed to facilitate teaching suited to varied learning environments.

- The organization evaluates teaching and recognizes effective teaching.
- The organization provides services to support improved pedagogies.
- The organization demonstrates openness to innovative practices that enhance learning.
- The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.
- Faculty members actively participate in professional organizations relevant to the disciplines they teach.
- Other

Core Component - 3C. The organization creates effective learning environments.

Examples of Evidence:

- Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.
- The organization provides an environment that supports all learners and respects the diversity they bring.
- Advising systems focus on student learning, including the mastery of skills required for academic success.
- Student development programs support learning throughout the student's experience regardless of the location of the student.
- The organization employs, when appropriate, new technologies that enhance effective learning environments for students.
- The organization's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.
- Other

Core Component - 3D. The organization’s learning resources support student learning and effective teaching.

Examples of Evidence:

- The organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.
- The organization evaluates the use of its learning resources to enhance student learning and effective teaching.
- The organization regularly assesses the effectiveness of its learning resources to support learning and teaching.
- The organization supports students, staff, and faculty in using technology effectively.
- The organization provides effective staffing and support for its learning resources.
- The organization’s systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.
- Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization.
- Other

“Student Learning and Effective Teaching” Members

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Link to the Criterion Groups:

<http://www.ndsu.edu/ndsu/accreditation/criteria.shtml>

Taken from:

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Restructured Expectations: A Transitional Workbook*