SACS Comprehensive Standard 3.3.1.1 - Educational Programs

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (Institutional Effectiveness): 3.3.1.1 Educational Programs

Student Learning Outcomes (SLOs) – A statement of what the faculty intend students to be able to know, do, or think upon completion of a degree program.

“the extent to which outcomes were achieved” – This phrase infers that a decision must be made on how well or how much of each expected outcome has been achieved. In the case of program-level student learning outcomes, this phrase infers that degree program administrators and faculty have examined assessment data related to each student learning outcome and made a judgment/decision about students’ attainment of that outcome.

Evidence of Continuous Improvement – Degree programs should all have evidence that improvements to student learning within the program have been made. Ideally, these improvements should be based on assessment data and evidence. Plans for future improvements are interesting, but the information submitted needs to focus on improvements that have already been implemented.

Examples of improvements to student learning include (but are not limited to):

- Curricular changes (e.g., the addition of new course(s), the deletion of existing course(s), revising existing course(s) changing pre-requisite course(s), converting a course from lower to upper division status or vice versa, Incorporating new technology into course(s), etc.

- Hiring new faculty members with new or different expertise(s)
- Creating new emphasis areas within degree programs
- Providing faculty training/development opportunities that relate to student learning
- Revamping student orientations or advising programs
- Creating new student organizations, programs, or events
Analyzing Results

Once you have reviewed pre-existing data and collected new data, it is time to analyze the results.

Things to Consider When Analyzing **Student Learning Outcome** data:

- What does the data indicate about students’ mastery of subject matter or skills?
- What does the data indicate about students’ ability after program completion (graduate school or employment)?
- Are there specific areas where student performance is outstanding? Weak?
- Are there indications that point to weaknesses in general education skills (research, critical thinking, writing, etc.)?
- Do you see specific areas where you would like or expect to see higher performance levels?
- What was the most valuable thing learned from the assessment results?
- Was the assessment tool sufficient or does it need revision?

Things to Consider When Analyzing **Service Outcomes** data:

- What do the data indicate about the quality of services provided?
- What do the data indicate about the satisfaction of the client?
- Are there specific areas where performance is outstanding or weak?
- Do you see specific areas where you would like or expect to see higher performance levels?
- What was the most valuable thing learned from the assessment results?
- Was the assessment tool sufficient or does it need revision?