

## 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 to be revised?

### 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?