


**KEY COMPLIANCE COMPONENTS AND
GOOD PRACTICES FOR SELECTED
STUDENT ACHIEVEMENT STANDARDS**


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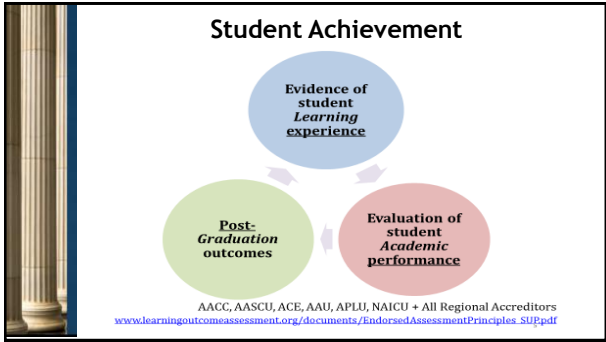
Session Agenda

- I. Overview
- II. **8.1 Student Achievement**
- III. **8.2.b Student Outcomes: General Education**
- IV. Q&A and Concluding Remarks



OVERVIEW

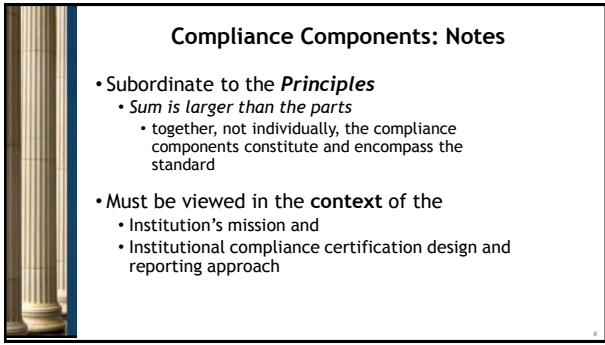
- Concept of “Student Achievement”
- Notion of “Compliance Components”



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- Selected Principles: 8.1 and 8.2.b**
- Significant revisions in the 2018 *Principles of Accreditation*
 - 8.1 (student achievement)
 - Core Requirement [CR]
 - 8.2.b (student outcomes: general education)
 - Relatively high rate of non-compliance (3.5.1, 2012 *Principles*)
 - Similar structure with other outcomes assessment standards (8.2.a-educational programs and 8.2.c-academic and student services)


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- Compliance Components**
- Embedded in the wording of the *Principles* (and frequently signaled by numbers, commas, and the use of compound modifiers),
 - the **compliance components** are
 - the **discrete elements** that must be addressed for each requirement and standard
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- Subordinate to the *Principles*
 - *Sum is larger than the parts*
 - together, not individually, the compliance components constitute and encompass the standard
- Must be viewed in the **context** of the
 - Institution's mission and
 - Institutional compliance certification design and reporting approach






8.1 STUDENT ACHIEVEMENT
[Core Requirement]



4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.
(Student achievement) + RM

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.
(Student achievement) + RM



8.1: Key Compliance Components

The institution **identifies, evaluates, and publishes** GOALS **and** OUTCOMES for **student achievement** appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses **multiple measures** to document student success. + **RM**
(Student achievement) [emphases added]

8.1: Resource Manual Note

In accord with federal regulations, it is expected that the institution will demonstrate its success with respect to student achievement and indicate the *criteria* and *thresholds of acceptability* used to determine that success...The institution is responsible for *justifying both* the *criteria* it utilizes and the *thresholds of acceptability* it sets...

In their reviews, SACSCOC committees will examine and analyze (1) documentation demonstrating success with respect to student achievement, (2) the *appropriateness of criteria and thresholds of acceptability* used to determine student achievement, and (3) whether the data and other information to document student achievement is appropriately published. [emphases added]

8.1: Selected Key Terms

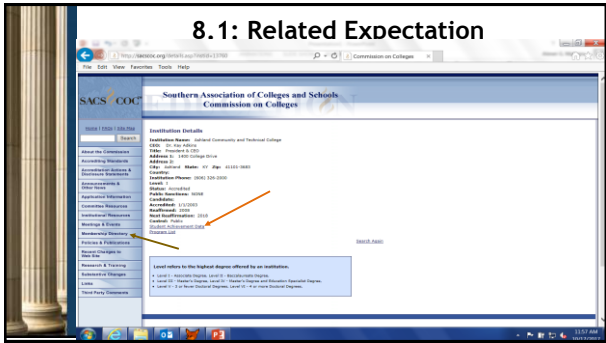
- “Criteria”
 - Items or indicators of student achievement to be measured/evaluated (and published)
- “Multiple measures”
 - Several distinct criteria/indicators of student achievement, not multiple ways to measure the same student achievement outcome.
- “Goals”
 - Target levels performance
- “Thresholds of acceptability”
 - Minimal expectation set by the institution to define its own acceptable level of achievement (i.e., a minimum target)
- “Outcomes”
 - Student performance data

Criteria/Indicators





Goals vs. Thresholds of Acceptability



8.1: Related Expectation

Table Discussions: Institutional Practices

1. How does your institution operationally define the concept of “student achievement”? How many indicators/criteria of student achievement does your institution assess, track, and report?
2. How were the indicators/criteria of student achievement selected? How does your institution justify the appropriateness of selected indicators/criteria?
3. How were thresholds of acceptability and goals established for selected indicators/criteria? How does your institution justify the appropriateness of established thresholds of acceptability?





Table Discussions: Institutional Practices
(cont'd)

4. *Where* and *how* (narratives, data tables, charts, bullet points, etc.) does your institution **publish** goals and outcomes for selected student achievement criteria/indicators? Have you received any *feedback* from students/faculty/parents/public on the published information?

5. If applicable, how would your institution address the situation of consistently **falling short of meeting** identified **thresholds of acceptability** in the Compliance Certification Report?





**8.2.B STUDENT OUTCOMES:
GENERAL EDUCATION**

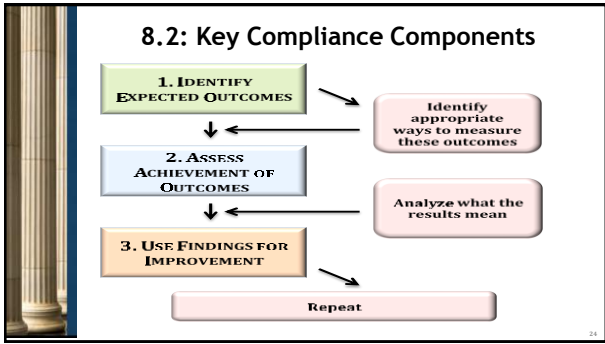
3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them.
(General Education Competencies)


8.2.b The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below: ..., **b.** student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs,...

(Student outcomes: general education)

Major Revision

- Data Reporting → IE standard
- Identification of a set of *STUDENT LEARNING OUTCOMES* FOR EACH COMPETENCY
 - Specific knowledge, skills, values, and/or attitudes associated with a given competency
- Documented IMPROVEMENT ACTIONS based on *ANALYSIS* of outcomes assessment results





8.2.b: Key Compliance Components

The institution **identifies expected outcomes**, **assesses the extent to which it achieves these outcomes**, and **provides evidence of seeking improvement based on analysis of the results** in the areas below: ...,

b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

(Student outcomes: general education) [emphases added]




Table Discussions: Institutional Practices

1. What is the **organizational structure** that allows your institution to gain a sense of **consistency** in its expectations regarding general education outcomes?
2. **How many** general education competencies and associated outcomes does your institution have?
 - Does your institution assess all competencies/outcomes annually?
3. How does your institution ensure that identified competencies and associated outcomes are at the **collegiate level**?





Table Discussions: Institutional Practices
(cont'd)

4. What **assessment approaches** does your institution utilize?
 - Are gen ed assessments *stand alone* and/or *embedded* in gen ed courses/experiences and/or in major courses?
 - Does your institution use primarily quantitative or qualitative/ direct or indirect/locally-developed or external/standardized *assessment instruments and tools*?
 - How does your institution maintain *consistency* in measurements across different courses/programs/experiences?
5. How are **off-campus**, **distance education**, and **transfer** students included in the gen ed assessment process?

Table Discussions: Institutional Practices
(cont'd)

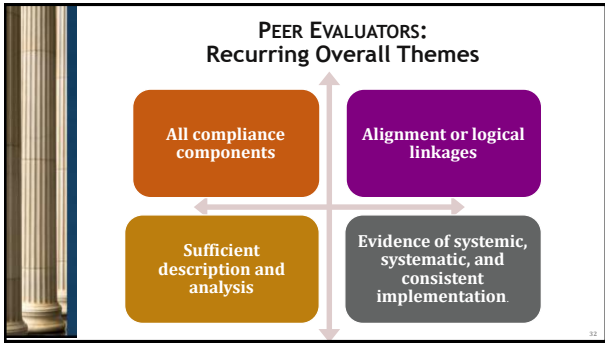
6. Who analyzes and synthesizes gen ed assessment data? How are the assessment findings reported/disseminated and reviewed?

7. If weaknesses are found, who develops improvement actions and what is the process? What are the most common types of changes your institution implements to seek improvements based on analysis of assessment findings (curricular, pedagogical, academic support, professional development, assessment, etc.)? Please provide specific examples.



Q&A AND CONCLUDING REMARKS





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- Overall Pointers**
- Active **leadership** support and engagement
 - **Consistent/ongoing** attention to assessment systems and processes
 - **Faculty and staff assessment expertise** and professional development
 - Effective and **meaningful reporting** + *internal review and feedback*
