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, to include student learning outcomes
3.3.1.2. administrative support services
3.3.1.3. academic and student support services
3.3.1.4. research within its mission, if appropriate
3.3.1.5. community/public service within its mission, if appropriate

Rationale and Notes
This standard addresses the process of assessment that supports the institution’s educational programs, its administrative support services, its academic and student support services, and, as appropriate, its research and community/public service; this process serves as the cornerstone of institutional effectiveness. Institutional effectiveness focuses on the design and improvement of educational experiences to enhance student learning.

Guiding statements designed to assist institutions in documenting compliance:
1. Institutions should interpret “outcome” in a manner consistent with an academic program or a given service unit’s mission and role in the institution. It is the institution’s responsibility to explain how each unit’s outcomes are related to its mission and role in the institution.

2. While it is clear from the standard that assessment is at the program level for academic programs, institutions should determine the organizational levels at which assessment is useful and efficient for administrative and for academic and student support units. It is incumbent on the institution to explain how this determination follows from its mission and organizational structure.

3. Institutions are not required or expected to use the same assessment procedures in each of the four areas; in particular, administrative support services, academic and student support services, research within the mission, and community/public service within the mission need not be assessed in the same way as educational programs. However, institutions are expected to use multiple assessments in each area. Consequently, grades alone for the assessment of educational programs or student learning outcomes are insufficient.

4. Institutions that engage in research or public service should carefully frame the scope of their discussion of CS 3.3.1.4 and CS 3.3.1.5 by identifying their research and their service missions, explaining the ways in which the institution has chosen to evaluate the effectiveness of each. This may include a connection with its educational programs and discussing its assessment of the impact of research and service on the institution and its programs, as appropriate.

CS 3.3.1
5. There is a clear expectation that an institution be able to demonstrate institutional effectiveness for all its diplomas, certificates, and undergraduate and graduate educational degree programs.

6. The expectation is that the institution will engage in on-going planning and assessment to ensure that for each academic program, the institution develops and assesses student learning outcomes. Program and learning outcomes specify the knowledge, skills, values, and attitudes students are expected to attain in courses or in a program. Methods for assessing the extent to which students achieve these outcomes are appropriate to the nature of the discipline, and consistent over time to enable the institution to evaluate cohorts of students who complete courses or a program. Shared widely within and across programs, the results of this assessment can affirm the institution’s success at achieving its mission and can be used to inform decisions about curricular and programmatic revisions. At appropriate intervals, program and learning outcomes and assessment methods are evaluated and revised.

7. An institution may provide a sampling of its programs as long as it is representative of its mission and includes a valid cross-section of programs from every school or division and at each degree level. Sampling should also include programs offered at off-campus instructional sites and course work offered through distance or correspondence education. It is the institution’s responsibility to make a compelling case as to why the sampling and assessment findings are an appropriate representation of the institution’s programs. This sampling, however, does not preclude the institution from having data/analysis available on the effectiveness of all programs in case evaluators request to review it. It is the evaluators’ prerogative to conduct a more in-depth review of an institution’s data/findings/analysis on the effectiveness of its educational programs.

8. Institutional effectiveness can be achieved in a variety of ways and the mentality that “one size fits all” is inappropriate and diminishes the individual missions of institutions. The institution should develop and/or use methods and instruments that are uniquely suited to the goal statements and that are supported by faculty.

9. At the time of its review, the institution is responsible for producing mature data. Mature data can be defined as sufficient information used as a basis for sound decision making.

10. At the time of its review, the institution is responsible for providing evidence of improvement, based on the analysis of the assessment results, as opposed to a plan for improvement.
Notes: For consistency in rhetoric, the Commission uses “assessment” in place of evaluation, and “outcomes” instead of objectives/goals.

The institution should define “units” based on its organizational structure. While institutions may organize functions differently, it is expected that all services, whether administrative or academic student support services, engage in the institutional effectiveness processes.

3.3.1.1 Educational programs, to include student learning
Note: In this standard, the Commission expects the review of the effectiveness of educational programs and of student learning.

Relevant Questions for Consideration
A. How are expected outcomes clearly defined in measurable terms for each educational program? Click here to enter text.
B. What is the evidence of assessment activities for each program? Click here to enter text.
C. How are periodic reviews in which programmatic outcomes assessed, reviewed, and used for improvements? Click here to enter text.
D. How does the institution’s use of assessment results improve educational programs? Click here to enter text.
E. If the institution used sampling, why were the sampling and findings an appropriate representation of the institution’s programs? Click here to enter text.
F. What assessment instruments were used and why were they selected? Were multiple assessment methods used? If so, describe. Click here to enter text.
G. Have the programs assessed the extent to which they have been successful in achieving their learning outcomes? Click here to enter text.
H. If called for, have program improvements been made as a result of assessment findings? Click here to enter text.
I. How does the institution’s use of assessment results improve educational programs? Click here to enter text.

Documentation
Required Documentation, if applicable
1. □ Documentation of expected outcomes for educational programs and for student learning outcomes Click here to enter text.
2. □ Documentation of the evaluation of those outcomes Click here to enter text.
3. □ Evidence that the student support services and programs effectively meet the needs of students of all types Click here to enter text.
4. □ Documentation of the use of the findings from assessment to improve the institution Click here to enter text.
5. ☐ If sampling is used, (1) how the sampling is representative of the institution’s mission, Click here to enter text. (2) documentation of a valid cross-section of programs, Click here to enter text. and a (3) case as to why sampling and assessment findings are an appropriate representation of the institution’s programs. Click here to enter text.

Additional/Alternative Documentation
1. Click here to enter text.
2. Click here to enter text.

Reference to Commission Documents, if applicable
“Distance and Correspondence Education”

Cross References to other related Standards/Requirements, if applicable
Core Requirement 2.5

CS 3.3.1.2 Administrative support services
Note: Administrative support service units normally include finance, administrative facilities, administrative services, development/advancement, the president’s office, etc.

Relevant Questions for Consideration
A. How are expected outcomes clearly defined in measurable terms for each unit? Click here to enter text.
B. What is the evidence of assessment activities for each unit? Click here to enter text.
C. How are periodic reviews used for improvements? Click here to enter text.
D. How does the institution’s use of assessment results improve administrative support services? Click here to enter text.
E. What assessment instruments were used and why were they selected? Click here to enter text. Were multiple assessment methods used? Click here to enter text. If so, describe. Click here to enter text.
F. If the institution used sampling, why were the sampling and findings an appropriate representation of the institution’s administrative units? Click here to enter text.

Documentation
Required Documentation, if applicable
3. ☐ Definition of institution’s administrative support service unit Click here to enter text.
4. ☐ Documentation of expected outcomes for administrative support services Click here to enter text.
5. ☐ Documentation of the evaluation of those outcomes Click here to enter text.
6. ☐ Documentation of the use of the findings from assessment to improve the institution
7. If sampling is used, (1) how the sampling is representative of the institution’s mission, (2) documentation of a valid cross-section of units, and a (3) case as to why sampling and assessment findings are an appropriate representation of the institution’s units.

Additional/Alternative Documentation
8. Click here to enter text.
9. Click here to enter text.

Reference to Commission Documents, if applicable
“Distance and Correspondence Education”

Cross References to other related Standards/Requirements, if applicable
Core Requirement 2.5

**CS 3.3.1.3 Academic and student support services**

*Note:* Academic and student support services normally include such activities as living/learning resources, tutoring, financial aid, residence life, student activities, dean of students’ office, etc.

**Relevant Questions for Consideration**

A. How are expected outcomes clearly defined in measurable terms for each unit? Click here to enter text.

B. What is the evidence of assessment activities for each unit? Click here to enter text.

C. How are periodic reviews used for improvements? Click here to enter text.

D. How does the institution’s use of assessment results improve administrative support services? Click here to enter text.

E. What assessment instruments were used and why were they selected? Click here to enter text. Were multiple assessment methods used? Click here to enter text. If so, describe. Click here to enter text.

F. If the institution used sampling, why were the sampling and findings an appropriate representation of the institution’s administrative units? Click here to enter text.

**Documentation**

**Required Documentation, if applicable**

1. Definition of institution’s academic and student support services units Click here to enter text.

2. Documentation expected outcomes for academic and student support services Click here to enter text.

3. Documentation of the evaluation of those outcomes Click here to enter text.
4. ☐ Documentation of the use of the findings from assessment to improve the institution
   Click here to enter text.
5. ☐ If sampling is used, (1) how the sampling is representative of the institution's mission, Click here to enter text. (2) documentation of a valid cross-section of units, Click here to enter text. and a (3) case as to why sampling and assessment findings are an appropriate representation of the institution’s units Click here to enter text.

Examples of other types of documentation
6. ☐ Evidence that the student support services and programs effectively meet the need of students of all types and promote student learning and development. Click here to enter text.

Additional/Alternative Documentation
7. Click here to enter text.
8. Click here to enter text.

Reference to Commission Documents, if applicable
“Distance and Correspondence Education”

Cross References to other related Standards/Requirements, if applicable
Core Requirement 2.5
Core Requirement 2.9
Core Requirement 2.10

CS 3.3.1.4 Research within its mission, if appropriate
Note: Research within an institution’s mission normally includes (1) research units, research centers, institutes, etc.; (2) sponsored research programs, usually with defined areas of research (e.g., energy, environment, innovative technologies, etc.); and (3) degree programs and courses where research is an expected outcome.

Relevant Questions for Consideration:
A. How does the institution define research within its mission? Click here to enter text.
B. Has the institution articulated its research outcomes in relation to its mission? Click here to enter text.
C. How are expected outcomes clearly defined in measurable terms? Click here to enter text.
D. What is the evidence of assessment activities for research? Click here to enter text.
E. How are periodic reviews used for improvement of effectiveness? Click here to enter text.
F. How does the institution’s use of assessment results improve research? Click here to

CS 3.3.1
enter text.

G. What assessment instruments were used and why were they selected? Click here to enter text. Were multiple assessment methods used? Click here to enter text. If so, describe. Click here to enter text.

H. If the institution used sampling, why were the sampling and findings an appropriate representation of the institution’s research mission? Click here to enter text.

I. How does the faculty’s research and scholarship contribute to and benefit the institution’s research mission? Click here to enter text.

J. How does research contribute to the intellectual mission of the institution? Click here to enter text.

**Documentation**

**Required Documentation, if applicable**

1. ☐ Definition of institution’s research mission Click here to enter text.
2. ☐ Documentation of expected outcomes for its research mission Click here to enter text.
3. ☐ Documentation of the evaluation of those outcomes Click here to enter text.
4. ☐ Documentation of the use of the findings from assessment to improve the institution Click here to enter text.
5. ☐ If sampling is used, (1) how the sampling is representative of the institution’s mission, Click here to enter text. (2) documentation of a valid cross-section of units, Click here to enter text. and a (3) case as to why sampling and assessment findings are an appropriate representation of the institution’s research mission Click here to enter text.

**Examples of other types of Documentation**

6. ☐ Representative sample of research activities Click here to enter text.

**Additional/Alternative Documentation**

7. Click here to enter text.
8. Click here to enter text.

**Reference to Commission Documents, if applicable**

None noted

**Cross References to other related Standards/Requirements, if applicable**

Core Requirement 2.5
Comprehensive Standard 3.7.3

CS 3.3.1
CS 3.3.1.5 Community/public service within its mission, if appropriate

Note: Community/public service within an institution’s mission normally includes (1) centers and institutes that focus on community needs and (2) units and formal programs that deliver the outreach mission.

Relevant Questions for Consideration

A. How does the institution define community/public service? Click here to enter text.
B. Has the institution articulated its community/public service outcomes in relation to its mission? Click here to enter text.
C. How are expected outcomes clearly defined in measurable terms? Click here to enter text.
D. What is the evidence of assessment activities for community/public service? Click here to enter text.
E. How are periodic reviews used for improvements? Click here to enter text.
F. How does the institution’s use of assessment results improve community/public service? Click here to enter text.
G. What assessment instruments were used and why were they selected? Click here to enter text. Were multiple assessment methods used? Click here to enter text. If so, describe. Click here to enter text.
H. If the institution used sampling, why were the sampling and findings an appropriate representation of the institution’s community/public service mission? Click here to enter text.

Documentation

Required Documentation, if applicable

1. ☐ Definition of institution’s community and public service mission Click here to enter text.
2. ☐ Documentation of expected outcomes for its community and public service mission Click here to enter text.
3. ☐ Documentation of the evaluation of those outcomes Click here to enter text.
4. ☐ Documentation of the use of the findings from assessment to improve the institution Click here to enter text.
5. ☐ If sampling is used, (1) how the sampling is representative of the institution’s mission, Click here to enter text. (2) documentation of a valid cross-section of units, Click here to enter text. and a (3) case as to why sampling and assessment findings are an appropriate representation of the institution’s community and public service mission Click here to enter text.

Additional/Alternative Documentation

6. Click here to enter text.
7. Click here to enter text.
Reference to Commission Documents, if applicable
None noted

Cross References to other related Standards/Requirements, if applicable
Core Requirement 2.5
Comprehensive Standard 3.4.2

Comments/Concerns/Issues/Additional Information:
Click here to enter text.

Please list the names of anyone who contributed to this report so that we will have a full list of contacts should questions arise.
Click here to enter text.