Academic & Student Support Services Guidelines
SACSCOC Requirement 8.2.c

The institution (1) identifies expected outcomes, (2) assesses the extent to which it achieves these outcomes, and (3) provides evidence of seeking improvement based on analysis of the results for each of the academic and student services that support student success.

(1) Identify expected outcomes. Types of outcomes you may use:
   a. Student Learning – describe what is intended that students will be able to think, know, or do as a result of their educational experiences.
   b. Operational: Performance – describe the level of an operational aspect of an office.
      • Customer satisfaction
      • Quality of work
      • Timeliness of a product or process
   c. Operational: Task – Describe tasks or processes that support an operational aspect of a program or office.
   d. Examples:
      • Increase the two-year graduation rate of AA transfers by 25% in three years by creating new orientation and welcome week programming for transfer students.
      • Reduce the incidence of students being criminally victimized on campus by 10% in two years.
      • Place ten more students who live on campus in paid internships this year by increasing the number of businesses within 3 miles of campus that participate in our career services program.
      • Reduce FF grades in online courses by installing new anti-cheating technology in Canvas.

(2) Assess the extent to which it achieves these outcomes.
   a. Method of Assessment should produce results that can be used for improvement.
   b. Examples:
      • Usage of programs, services, and facilities
      • User satisfaction
      • Needs assessment of users
      • Complying with professional standards
      • Benchmarking with other institutions
      • Cost effectiveness
      • Strategic plan accomplishments
      • Student learning outcomes
(3) Provide evidence of seeking improvement.

   a. Each office and program should look for weak areas and address them. After the implementation of the assessment method, please look at your results and interpret them. What do the data show? Are there any anomalies? Does anything standout? Provide as much narrative as possible. Reflection: What insights arose from this process? What did you learn?

   b. Based on the interpretation of the results, state actionable changes. Offices and programs should look at and think about what improvements or developments will be implemented in light of the assessment results.

Structure of an assessment plan/report.

Assessment Plan (Due at the beginning of the academic year). Required Sections:

   ❖ Outcome Statements (1) – Identified goals and outcomes for the office.

   ❖ Methods of Assessment (2) – Description of how outcomes will be measured and evidences will be gathered.

   ❖ Performance Targets (2) – Numerical threshold that would signify the successful achievement of the stated outcomes.

Assessment Report (Due at the beginning of the following academic year). Required Sections:

   ❖ Assessment Results (2) – Numerical results of the assessments.

   ❖ Use of Assessment Results (3) – Actionable “Next Steps” based on the interpretation of the results.

System for Assessment Management.

Use the following link to access the System for Assessment Management (SAM): http://usfweb.usf.edu/DSS/SAM.

If you need help navigating SAM, please use the contributor’s manual attached to the email.

Additional Help.

If you need additional information or need help in creating your assessment plan, please reach out to the Institutional Effectiveness unit @ assessment@usf.edu or (813) 974-6881.

The consequences of failure to comply with SACSCOC requirements include sanctions and possible loss of accreditation.