



# SACSCOC Assessment Standards

## Institutional Effectiveness

### USF System Office of Decision Support

#### Core Requirement 7.1

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that:

- a) Focus on institutional quality and effectiveness and;
- b) Incorporate a systematic review of institutional goals and outcomes consistent with its mission. (*Institutional Planning*) [CR]

#### Requirement 7.3

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (*Administrative effectiveness*)

SACSCOC, *The principles of accreditation: Foundations of quality enhancement* (2018), p. 19

#### Core Requirement 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*) [CR]

#### Requirement 8.2

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:

- a) Student learning outcomes for each of its educational programs. (*Student outcomes: educational programs*)
- b) Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (*Student outcomes: general education*)
- c) Academic and student services that support student success. (*Student outcomes: academic and student services*)

SACSCOC, *The principles of accreditation: Foundations of quality enhancement* (2018), p. 20



# SACSCOC Assessment Standards

## Institutional Effectiveness

### USF System Office of Decision Support

#### Requirement 7.2

The institution has a QEP that

- a) has a topic identified through its ongoing, comprehensive planning and evaluation processes;
- b) has broad-based support of institutional constituencies;
- c) focuses on improving specific student learning outcomes and/or student success;
- d) commits resources to initiate, implement, and complete the QEP;
- e) includes a plan to assess achievement

SACSCOC, *The principles of accreditation: Foundations of quality enhancement* (2018), p. 19

#### Institutional Effectiveness:

“Effective institutions demonstrate a commitment to principles of continuous improvements, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.”

SACSCOC, *Resource Manual for the Principles of Accreditation* (2018), p. 56



UNIVERSITY OF  
SOUTH FLORIDA

## Board of Governors

### Institutional Effectiveness

### USF System Office of Decision Support

#### Regulation 8.016 Student Learning Outcomes Assessment

##### (1) Policies and Procedures

- (a) Each board of trustees shall require its university to establish a process for certifying that each baccalaureate graduate has completed a program with clearly articulated expected core student learning outcomes.
- (b) Each university shall develop processes to ensure that:
  1. program faculty develop and publish an Academic Learning Compact for each baccalaureate program that, at a minimum,
    - a. outlines expected core student learning outcomes in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills;
    - b. takes into consideration perspectives of appropriate constituencies (including but not limited to potential employers and graduate programs) regarding the knowledge and skills graduates need in the global marketplace and society; and
    - c. lists the types of assessments students may encounter in the program (e.g., capstone projects, juried performances, standardized exams, common embedded exam questions, portfolio requirements, etc.);
  2. program faculty develop methods for assessing student achievement of the expected core student learning outcomes within the context of the program;
  3. university personnel use program evaluation systems (which may include sampling) to evaluate the program and related assessment practices to analyze their efficacy in determining whether program graduates have achieved the expected core student learning outcomes; and
  4. university personnel use the evaluation results to improve student learning and program effectiveness.
- (c) As appropriate, this regulation shall support and be supported by regional

and specialized accreditation efforts, as well as the program review procedures in Regulation 8.015.

(2) Products

- (a) A current hard copy or a URL (Web link) to an electronic version of the university-wide regulation or policy and related procedures regarding Academic Learning Compacts, related assessment mechanisms, program evaluation, and continuous improvement expectations shall be provided to the Board of Governors Office.
- (b) Each Academic Learning Compact shall be made available (using student-friendly, jargon-free language) on the university's Web site.
- (c) As requested by the Chancellor or the Chancellor's designee, university personnel shall submit to the Board of Governors Office periodic status reports on Academic Learning Compacts, related assessment mechanisms, program evaluation, and continuous improvement processes. The articulation and assessment of expected core student learning outcomes, as well as program evaluation and improvement, shall occur on a continuous basis.

Authority: Section 7(d), Art IX, Fla. Const.; History: New 3-29-07, Amended 01- 19-12.