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**NOTES**

*If there are commonalities in the process by which institutions use student outcomes assessment for institutional improvement across the three elements of this standard, the institution may want to prepare a single preface that could be referenced or hyperlinked from each substandard that outlines the process (organizational structure, timetables, local resources, interfr0zotunehan(r) 11 a69 (ess/1 s3)8.8 (e)29M(it)01f8 (t)-3.9 6.8 (-7.8 (o)2.9 (u1 )7.8 3Br (o(e)-7.8(*

*continuous improvement. For institutions that do not use annual reporting, sufficient cycles of reporting should be provided to establish that the process is applied to all educational programs.*

*At the time of its review, the institution is responsible for providing evidence of “seeking improvement.” The institution should be using the data to inform changes based on evaluation of its findings. Plans to make improvements do not qualify as seeking improvement, but efforts to improve a program that may not have been entirely successful certainly do.*

#### **NOTE ON SAMPLING**

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## Sample Documentation

The institution's general education program is designed to provide students with a broad base of knowledge and skills that are essential for success in a global society. The program is based on the following outcomes:

1. Students will demonstrate critical thinking skills.

2. Students will demonstrate effective communication skills.

3. Students will demonstrate a commitment to lifelong learning.

## Reference to SACSCOC Documents, If Applicable

SACSCOC : Document C E

## Cross-Reference to Other Related Standard /Requirement, If Applicable

- CR 7.1 (Institutional planning)
- S 7.2 (Quality Enhancement Plan)
- CR 8.1 (Student achievement)

**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 for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

## Rationale and Note

The institution's general education program is designed to provide students with a broad base of knowledge and skills that are essential for success in a global society. The program is based on the following outcomes:

1. Students will demonstrate critical thinking skills.

2. Students will demonstrate effective communication skills.

3. Students will demonstrate a commitment to lifelong learning.

## NOTES

*See the Standard 8.2 discussion as well as this substandard for full coverage of this standard within the R M . N e a S a g d e a g e e a e d c a a e e d e e e d b e f c e e c e e d.*

*This standard only applies to undergraduate degree programs. The term “collegiate-level” implies that assessment of general education competencies within developmental courses generally is not appropriate. This standard does not apply to noncredit programs.*

*It is acceptable to implement a schedule of assessment in which only a subset of competencies are evaluated in a given year. It is expected, however, that all competencies would be evaluated within the multiple-year cycle, and that the institution provides evidence of assessment findings and of actions seeking improvement across the full cycle. It is unusual for a multiple-year cycle to exceed three years.*

*Different institutions use widely different approaches to determine expected general education outcomes for their students, and they may also use very different means to deliver general education. Some institutions have a very prescriptive set of courses, while others offer a smorgasbord of courses. Some institutions augment basic core courses with additional general education outcomes within the major (e.g., writing across the curriculum or discipline-specific critical learning skills). Some institutions collect the bulk of their assessment data regarding general education early in the student’s studies, while others rely on assessments closer to the time of graduation. Larger institutions may have multiple approaches across different colleges and schools. Cvmey cchotr aMCID 3020-2.9 ( 386.85t)-9.8 (r8 3dEl-4.9 (r).85t)-9.8 (r8 3dEl-4.9 (r)-9.8 (g)-11 (r)13.9*









- CR 11.1        *(Library and learning/information resources)*
- S            11.3        *(Library and learning/information access)*
- CR 12.1        *(Student support services)*