Administrative Area Assessment Policies and Procedures

USC Upstate

Foreword

The purpose of this document is to address the Comprehensive Standard 3.3.1 of the Principles of Accreditation: Foundations for Quality Enhancement (2008 Edition) published by the Commission on Colleges, Southern Association of Colleges and Schools in 2008.

3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on an 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 educational support services
- 3.3.1.4 research within its educational mission, if appropriate
- 3.3.1.5 community/public service within its educational mission, if appropriate

Overview of SACS Administrative Assessment

The purpose of administrative assessment is to produce meaningful feedback for the department, school/college or administrative unit on the performance of its services, thereby allowing each unit/department to improve its programs and processes. It is not an evaluation of individuals; rather, it is an evaluation of our effectiveness in delivering benefits to our respective clients/users. The concept of institutional effectiveness is central to the accreditation process and the goal of continuous improvement to meet the highest standards of excellence in all of our programs.

Although a particular method of demonstrating institutional effectiveness is not mandated in the current SACS criteria for accreditation, each institution is expected to determine institutional effectiveness by implementing an assessment plan that:

- is broad-based,
- is derived from the institution's purpose and goals,
- uses a variety of assessment methods, and
- demonstrates the use of results for the improvement of both academic programs and administrative support units.