

Standard Four – Effectiveness and Improvement

The institution collects data related to clearly-defined indicators of achievement, analyzes those data, and forms evidence-based judgments of achievements of core theme objectives. It regularly and systematically applies clearly-defined evaluation procedures to appraise the relationship of institutional planning, resources, capacity, and practices to the objectives of its core themes; and assesses the extent to which it accomplishes those objectives and achieves the goals or intended outcomes of its programs and services. It uses assessment results to effect improvement and disseminates its findings to its constituencies.

4.A Assessment

- 4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.
- 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly-identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.
- 4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes.
- 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.
- 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.
- 4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B Improvement

- 4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally-identified indicators of achievement; b) used for improvement by informing planning, decision-making, and

allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.