

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

The institution demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes. Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the institution. Student achievement is at a level appropriate for the degree awarded.

8.1 The institution enrolling multiple student bodies, by degree level, location, modality, or other variables, develops and uses the data, evidence, and information below for each student body.

8.2 The institution provides clear public statements about what students are expected to gain from their education, academically and, as appropriate to the institution's mission, along other dimensions (e.g., civic engagement, religious formation, global awareness). Goals for students' education reflect the institution's mission, the level and range of degrees and certificates offered, and the general expectations of the larger academic community.

8.3 Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff.

8.4 The institution with stated goals for students' co-curricular learning systematically assesses their achievement. (See also [5.8](#), [5.20](#))

8.5 The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons.

8.6 The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment. (See also [2.2](#), [5.6](#), [9.24](#))

8.7 The institution uses additional quantitative measures of success, such as further education, civic participation, religious formation, and others, as appropriate to its mission, to understand the success of its recent graduates. Information from students and former students is regularly considered. (See also [2.2](#), [9.24](#))

8.8 The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the learning opportunities and results for students.

8.9 The institution devotes appropriate attention to ensuring that its methods of understanding student learning and student success are valid and useful to improve programs and services for students and to inform the public.

8.10 The institution integrates the findings of its assessment process and measures of student success into its program evaluation activities and uses the findings to inform its planning and resource allocation and to establish claims the institution makes to students and prospective students. (See also [9.24](#))