

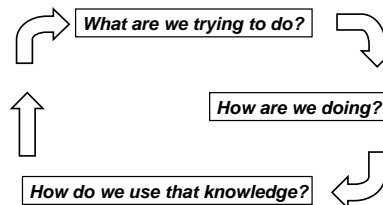
Assessing Administrative and Support Areas

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What is assessment?



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There's no "one size fits all"

Units are different

- Mix of management / service functions
- Different administrative levels
- The most effective approach fits the unit's internal style
- Variability is OK

There are common issues...

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Much is already in place

- Monitoring accounts and processes
- Ad-hoc assessment
- Some already
 - Do "learning assessment"
 - Participate in academic outcomes assessment
- Existing outcomes assessments may not be recognized

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What are we trying to do?

<i>Goals</i>	<i>Objectives</i>	<i>Outcomes</i>
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More general

Less general

- Don't get stuck in the jargon; there are lots of variations & inconsistencies
- Do consider more than one level of detail

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What are we trying to do?

What goals / objectives / outcomes?

- Student learning
- All institutional functions?

Do your strategic-planning / annual-report goals assume what the outcomes will be?

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What are we trying to do?

Efficiency and effectiveness

- **Efficiency: the effort/cost to get it done**
 - Does the process run smoothly?
 - Is it financially efficient?
 - Is it intelligible?
 - Etc.
- **Effectiveness:**
 - Does the process accomplish its purpose?

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What are we trying to do?

Efficiency and effectiveness

- **Example: Information Technology**
 - **Efficiency objectives:**
 - Increase # of computer-enabled classrooms
 - Equipment is ready to use when faculty arrive at the classroom
 - **Effectiveness objectives:**
 - Faculty are satisfied with training/support for computer-enabled classrooms
 - Computer-enabling classrooms improves students' performance

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What are we trying to do?

Efficiency and effectiveness

- **Example: Athletics**
 - **Efficiency objectives:**
 - Conform to NCAA operating principles & rules
 - Opportunity for all eligible students to participate
 - **Effectiveness objectives:**
 - In top 3 for conference all-sports trophy
 - Foster citizenship, leadership, & social responsibility in student athletes

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What are we trying to do?

Exercise: Enrollment management

- **Responsible for**
 - Recruiting & admissions
 - Enrollment
 - Classroom assignment
- **Possible efficiency objectives?**
- **Possible effectiveness objectives?**

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What are we trying to do?

Exercise: University Development office

- **Responsible for**
 - Endowment/gifts
 - Alumni affairs
- **Possible efficiency objectives?**
- **Possible effectiveness objectives?**

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How are we doing?

Efficiency and effectiveness

- **Efficiency measures such as**
 - Level / volume of activity
 - Cost of activity
 - Timing of activity
- **Effectiveness measures**
 - Client satisfaction
 - Does satisfaction mean behavior-change?
 - Changes in client behavior

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How are we doing?

What does the measure really tell you?

- What assumptions are you making?
 - E.g.: “If we do it, it will work”
- Look closely at your existing processes
 - “Walk the process”
 - Ask “What do we really know? How?”

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How are we doing?

“Did we do it?” ≠ “Did it work?”

- Example: Human Resources
 - Objective: Increase employee retention
 - Measures:
 - # Information packets distributed, exit interviews completed
 - # Supervisors trained in retention techniques
 - # Positions evaluated for career-progression opportunities
 - Did it work? How can we find out?

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How are we doing?

Data sources

- Process records – such as:
 - Admissions & enrollment records
 - Employment & payroll records
- Event logs
 - Formal – such as:
 - IT “Help” logs
 - Meeting notes
 - Informal – such as:
 - Meeting participants’ notes

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How are we doing?

Data sources

- Client input – such as:
 - Notes in event logs
 - Surveys, focus groups, interviews
 - “On the spot”
 - Follow-up
- “Formalize” your ad-hoc assessment
 - Review & categorize

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How are we doing?

Does it have to be numbers?

- Narratives: Rich, but harder to summarize
- What’s the information for?
 - Narratives help description
 - Numbers help summarize across units / time
- Quantify narratives with categories

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How are we doing?

Counts and client input

- Example: Information Technology
 - Efficiency: Equipment/technology ready to use
 - % Classrooms fully, partially, not equipped
 - Equipment maintenance checks done?
 - Effectiveness: Faculty satisfied with support
 - Ask them (e.g.: survey, focus group, ad-hoc)
 - # of repeat participants for training sessions
 - # & nature of faculty requests for help

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How are we doing?

How do measures relate to each other?

- Example: Payroll Office
 - Objectives:
 - Customer satisfaction
 - Increase efficiency of Payroll processes
 - Measures such as:
 - Customer survey
 - # & content of monthly discussions & staff cross-trainings
 - Acting on the results will require connecting survey results, discussions, & training

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How are we doing?

Exercise:

Dean's Office

- Objective: High-quality professional development services
- Efficiency outcomes & measures?
- Effectiveness outcomes & measures?

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How are we doing?

Exercise:

Academic Advising Office

- Objective: Students enroll in the correct courses
- Efficiency outcomes & measures?
- Effectiveness outcomes & measures?

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How are we doing?

Setting targets...

What's "good enough?"

- "This is what we hope to find"
 - From...
 - Experience
 - Aspirations
 - Benchmarks
 - Internal
 - External

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How are we doing?

Don't set specific targets till you're ready

- Example: Student Affairs
 - Objective: Improve the process for collecting student satisfaction data
 - Measure: Minutes of discussion & decisions about the survey and survey process
 - Targets:
 - Initial benchmark ("Where are we now?")
 - Plans for new process by end of year
 - Next year: Compare to benchmark

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How do we use the results?

Assessment is for...

- Program planning and improvement
- Accountability reporting – "Telling the story"
- "Accountability thinking" –
 - Assessment is for reporting
 - Keep planning / improvement first!
- What information do you / would you use for planning / improvement?

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How do we use the results?

Report

- Things that are OK
 - How do the results show that?
 - What did you do?
 - Didn't change anything
 - Added further support
- Things that need attention
 - How do the results show that?
 - What did you do?
 - Changes made, results so far
 - Changes planned

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How do we use the results?

Making it “part of the job”

- “Bottom-up” design
- “Draw from the top”
- Reward it
 - Recognize participation
 - Recognize good process
 - Use it in resource decisions

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Finishing up: “Take-aways”

- Does it work? How do we know?
How do we use that information to guide us?
- Student/faculty/staff experience outcomes
as well as student learning outcomes
- Efficiency and effectiveness
- “Did we do it?” ≠ “Did it work?”
- A lot's already in place
- Planning & improvement first, accountability later

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Finishing up

- The handout is online at
[http://higheredassessment.com/presentations/
adminassmt_iupui08.pdf](http://higheredassessment.com/presentations/adminassmt_iupui08.pdf)
- Assessing the workshop

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Internet Resources for Higher Education Outcomes Assessment

- Large meta-list of web links, from North Carolina State University
- <http://www2.acs.ncsu.edu/UPA/assmt/resource.htm> -- or simply Google “outcomes assessment”
 - The section *Assessing administrative and support units* includes links to resource lists and discussion-list threads.

Introductions to assessment

- These usually emphasize assessment of student learning outcomes, but the general principles also apply to assessing administrative/support areas.
- Books
 - B. E. Walvoord (2004). *Assessment Clear and Simple: A practical guide for institutions, departments, and general education*. Jossey-Bass, San Francisco.
 - L. Suskie (2004). *Assessing Student Learning: A common sense guide*. Anker, Bolton MA.
- The “Assessment Handbooks” section of *Internet Resources for Higher Education Outcomes Assessment* has many institutions’ brief introductions to assessment. Some include information for administrative/support units as well as for academic units. Handbooks specifically for administrative &/or support units include:
 - *Administrative Unit Assessment Handbook* (University of Central Florida, pdf file, http://oeas.ucf.edu/doc/adm_assess_handbook.pdf).
 - *Assessing the Effectiveness of Non-Instructional Support Offices* (Austin Community College, pdf file of a Powerpoint presentation, <http://www.austincc.edu/oiepub/pubs/effectiveness/non-instructional.pdf>).
 - *Assessment Guide for Administrative and Academic Support Units* (The American University in Cairo, pdf file, http://www.aucegypt.edu/ResearchatAUC/IPART/Assessment/Documents/Assessment_Guide_Admin.pdf).
 - *Handbook for Program Assessment in Administrative/Educational Support Units* (Western Carolina University, pdf file, http://www.wcu.edu/assessment/documents/AssessmentHandbook_AES.pdf).

Examples of administrative/support assessment

- These are a mixed bag. Any single institution is likely to have some strong assessment processes and some weak ones. Use what you’ve learned from this workshop to evaluate them.
- Brenau University
 - <http://intranet.brenau.edu/assessment/>
 - Plans & Reports / Administrative / Plans and Reports 2007-present
 - Plans, by unit (pdf files). The 2007 & archived reports are restricted to Brenau faculty & staff.
- California State University, Sacramento
 - <http://saweb.csus.edu/students/assessment.aspx>
 - Assessment in Student Affairs.

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- Cleveland State University
 - <http://www.csuohio.edu/offices/assessment/annualreports.html>
 - Scroll down to *Non-Academic* for assessment reports by unit (*pdf* files).
- DelMar College
 - <http://www.delmar.edu/IRE/support.html>
 - The completed reports include some assessment details (*pdf* files).
- DePaul University
 - <http://condor.depaul.edu/~tla/html/student%20affairs%20assessment%20reports.html>
 - Student Affairs assessment reports (mostly *Word* documents; some *pdf* & *rtf* files).
- Florida A&M University
 - <http://www.famu.edu/index.cfm?a=Assessment>
 - Under *Assessment Reports*, pick a year, then scroll down to *ADESU Assessment Plans* (administrative and educational support units, *Word* documents & *pdf* files).
- Florida Gulf Coast University
 - <http://www.fgcu.edu/planning/assessment/Plans/Administrative.asp>
 - Most of the assessment plans are *mht* files which will open in *Internet Explorer*.
- Georgia State University
 - <http://www2.gsu.edu/~wwwotc/OutomesAssessmentmainpage.html>
 - The *assessment plans* are *Word* documents & *rtf* files. The *final assessment reports* are *restricted* to GSU faculty & staff.
- Indiana State University
 - <http://www1.indstate.edu/studentaffairsresearch/>
 - Assessment in *Student Affairs*. Assessment reports are *pdf* files.
- Indiana University Kokomo
 - <http://www.iuk.edu/~koctla/assessment/results.shtml>
 - Under *Academic Programs*, see the Library's reports. Scroll down to *Co-curricular Programs* for reports from some other administrative/support units. The brief summaries are web pages; the full reports are *pdf* files.
- Lock Haven University
 - <http://www.lhup.edu/planning-and-assessment/assessment/assessment.htm>
 - Select *Assessment Plans*, then *Summary of Administrative Program Assessment* (*Word* documents).
- Lourdes College
 - <http://www.lourdes.edu/academics/?s=145&c=0>
 - The assessment plans are *pdf* files.
- Middle Tennessee State University
 - <http://frank.mtsu.edu/~mtsacs/>
 - Select *Institutional Effectiveness Plans*, then *MTSU IE Plans*. Each year's list has reports from both academic and administrative/support units. Select a unit, then click *Display*.

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- North Carolina State University
 - <http://www2.acs.ncsu.edu/UPA/assmt/>
 - Select *Administrative, support, and management units*. Some of the NCSU examples have assessment plans.
- Ohio State University, Office of Student Life
 - http://www.studentaffairs.ohio-state.edu/sa_assessment.asp
 - *Reports* are *pdf* files.
- Old Dominion University
 - <http://www.odu.edu/ao/ira/assessment/plans/admin/>
 - Assessment reports and plans for Administrative/Support units (reports/plans through 2003-04 are *pdf* files; more recent ones are not available).
- Oregon State University, Division of Student Affairs
 - <http://oregonstate.edu/studentaffairs/assessment/departmental.html>
 - Reports are *pdf* files.
- Plymouth State University
 - <http://www.plymouth.edu/assessment/>
 - See *Student Affairs Assessment Plans* in the left-hand menu.
- St. Ambrose University
 - <http://web.sau.edu/assessment/deptassessments.htm>
 - Scroll down to “Co-curricular and administrative areas” (*pdf* files)
- South Texas College
 - http://www.southtexascollege.edu/~research/Plans_Reports.htm
 - The *Areas* are links to plans and reports (*pdf* files).
- Texas A&M International University
 - <http://www.tamtu.edu/adminis/iep/admin-assess.shtml>
 - Some *html* pages, some *Word* documents, some *pdf* files.
- Texas A&M University, Student Life Studies
 - <http://studentlifestudies.tamu.edu/8.asp>
 - Reports are *pdf* files.
- The American University in Cairo
 - <http://www.aucegypt.edu/ResearchatAUC/IPART/Assessment/Pages/default.aspx>
 - Some administrative/support units' plans are available (*pdf* files).
- University of Central Florida
 - http://www.oecas.ucf.edu/assessment/assess_inst_effec.htm
 - At the *Assessment Visitor Site*, click *Select a Unit or Program*. Some administrative unit plans are available. Links marked as *pdf* files lead to assessment plans. Links not marked *pdf* may lead to assessment plans or may lead to "not available" notices.

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- University of La Verne
 - <http://www.ulv.edu/sa-assessment/>
 - *Assessment Plan 2007* has plans, outcomes, & methods from individual Student Affairs units.
- University of North Texas
 - http://www.unt.edu/SACS/ie_nonacademic/
 - Assessment reports from individual non-academic units (*pdf* files). The reporting *form* link at the top of the page is to a *Word* document.
- University of South Florida
 - <http://www.ie.usf.edu/OA/>
 - See the *Archive of Assessment Plans and Reports / Administrative and Support Units*. Some units' plans/reports are *pdf* files. Others are restricted or no longer available.
- University of Southern Mississippi
 - http://www.usm.edu/ie/assess_reports.htm
 - The reports are *Word* documents.
- University of Texas at Arlington
 - http://www.uta.edu/irp/unit_effectiveness_plans/uep.htm
 - The *UEP* (University Effectiveness Plan) *Report Examples* include some from administrative/support units (*pdf* files).
- University of Texas Pan American
 - <http://www.ie.utpa.edu/ActionPlansAssessmentReports.htm>
 - The plans and reports are *pdf* files.
- University of Wisconsin-Platteville
 - <http://www.uwplatt.edu/committees/aoc/>
 - In the left-hand menu, select *Assessment Plans-Ancillary Areas* and *Assessment Reports* (*pdf* files).
- Western Carolina University, Student Affairs
 - <http://www.wcu.edu/assessment/StudentAffairsAssessmentActivities.htm>
 - Web pages and *pdf*, *rtf*, & *Excel* files.
- Western Kentucky University
 - Assessment Documentation Database (*pdf* file)
 - http://www.wku.edu/sacs/SACS Final/chapter2/2_5_Assessment Documentation Index.pdf
 - Scroll down to *Administrative & Educational Support Units*
 - Assessment plans and results/use examples (*pdf* files).
- Western Nevada College
 - <http://www.wnc.edu/institutional/assessment.php>
 - Reports from some administrative/support units (*pdf* files).

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- William Patterson University
 - <http://ww2.wpunj.edu/IRA/ASSESSMENT/Assessment/default.htm>
 - The *Administrative Assessment and Institutional Effectiveness Planning* document (pdf file) includes individual units' objectives, outcomes, and assessment methods. *Note*: This document refers to material from the introduction to the university's assessment plan in *Part 1: Undergraduate Program Assessment Plans* (pdf file).

Some guidelines/formats for assessment of administrative & support units

- See the *Handbooks* list on Page 1.
- Bucknell University
 - Annotated guide to filling in an assessment plan/report template
 - http://www.bucknell.edu/Documents/InstitutionalResearch/Assessment_Template_Admin.pdf
- DelMar College
 - Guidelines for support services' program reviews (pdf file).
 - <http://www.delmar.edu/IRE/support.html>
- Florida Atlantic University:
 - Institutional effectiveness inventory (pdf file)
 - <http://iea.fau.edu/inst/air00.pdf>
 - See pp. 21-22 for administrative & academic support units
- Oregon State University, Division of Student Affairs
 - Formats and review rubrics for assessment plans & reports (*Word* documents, pdf files).
 - <http://oregonstate.edu/studentaffairs/assessment/assessformatsexamples.html>
- St. Ambrose University
 - Guide for developing co-curricular/administrative department assessment/evaluation plans
 - [http://web.sau.edu/assessment/Guide for Developing Non-academic and Co-curricular Departmental Evaluation-Assessment Plans.htm](http://web.sau.edu/assessment/Guide%20for%20Developing%20Non-academic%20and%20Co-curricular%20Departmental%20Evaluation-Assessment%20Plans.htm)

Professional associations & resources

- List of links, from Florida Atlantic University: <http://www.fau.edu/iea/arunit.php>
- Council for the Advancement of Standards in Higher Education (CAS): <http://www.cas.edu/>
 - Professional standards and self-assessment guides for student services programs
 - The standards & guides are not available online but may be purchased from the *online store*. Scroll down the *online store* page for a list of the student services programs included in the latest editions of the standards & guides.

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- M. Lee Upcraft & John H. Schuh
 - (1996) *Assessment in Student Affairs: A Guide for Practitioners*. Jossey-Bass Publishers
 - (2001) *Assessment Practice in Student Affairs: An Applications Manual*. Jossey-Bass Publishers
- Professional associations' sites that currently have "assessment pages" available to the general public.
 - *Note*: Some associations that are on FAU's list but not in the list below:
 - ...have *members only* sections that may include information about assessment.
 - ...include articles or conference presentations about assessment, which you can find by *searching* for "assessment" or "outcomes assessment." Some are about assessing the functions of the associations' member units and some are general discussions of assessing student learning outcomes.
 - ACPA - American College Personnel Association (College Student Educators International):
<http://www.myacpa.org/>
 - Professional association for student affairs programs
 - Commission on Assessment for Student Development:
<http://www.myacpa.org/comm/assessment/>
 - ALA - American Library Association: <http://www.ala.org/>
 - ALA is reorganizing its website. Their list of assessment resources should be available soon: <http://www.ala.org/ala/professionalresources/admin/leading/planning/index.cfm>.
 - ARL - Association of Research Libraries: <http://www.arl.org/>
 - New measures and assessment initiatives: <http://www.arl.org/stats/initiatives/>
 - NACADA - National Academic Advising Association: <http://www.nacada.ksu.edu/>
 - Instruments & resources for assessment of academic advising:
<http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm>
 - NACUFS - National Association of College & University Food Services: <http://www.nacufs.org/>
 - CAS Standards & Guidelines for Dining Services Programs:
<http://www.nacufs.org/i4a/pages/index.cfm?pageid=4501>
 - NASFAA - National Association of Student Financial Aid Administrators:
<http://www.nasfaa.org/Home.asp>
 - The *Self-Evaluation Guide* (under *Management* in the Resources menu) is restricted to NASFAA members.
 - NASPA – National Association of Student Personnel Administrators: <http://www.naspa.org/>
 - The Student Affairs Assessment Consortium (<http://www.naspa.org/divctr/research/consortium/default.cfm>) and the Student Affairs Assessment, Evaluation and Research (SAAER) Knowledge Community (<http://www.naspa.org/kc/saaer/default.cfm>) are available to NASPA members.
 - International Assessment & Retention Conference: <http://www.assessconf.net/>

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Regional Accreditors' Requirements

- These accreditors explicitly require outcomes assessment for *all* institutional functions
 - **MSCHE** (Middle States Commission on Higher Education)
 - Sources (*pdf* files):
 - *Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation* ,
http://www.msche.org/publications/CHX06_Aug08080728132708.pdf
 - *Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations*,
http://www.msche.org/publications/Assessment_Expectations051222081842.pdf
 - Outcomes assessment is part of the institution's overall planning-&-assessment cycle. Assessment of student learning is one part of the broader assessment of institutional functioning.
 - "The first seven standards address Institutional Context, and the second seven focus on Educational Effectiveness. Consistent with the intended emphasis on assessment, each of these two sections concludes with a related assessment standard (*Standard 7: Institutional Assessment* and *Standard 14: Assessment of Student Learning*). The effectiveness of an institution rests upon the contribution that each of the institution's programs and services makes toward achieving the goals of the institution as a whole. Standards 7 and 14 build upon the preceding standards, *each of which includes periodic assessment of effectiveness or student learning as one of its fundamental elements.*" (*Characteristics of Excellence*, p vi, italics added).
 - **SACS** (Southern Association of Colleges and Schools, Commission on Colleges)
 - Sources (*pdf* files):
 - *Principles Of Accreditation: Foundations for Quality Enhancement, 2007 edition*,
<http://www.sacscoc.org/pdf/2008PrinciplesofAccreditation.pdf>
Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement, http://www.sacscoc.org/pdf/handbooks/Exhibit_31.Resource_Manual.pdf
(2005 edition; to be revised with recent numbering & wording changes)
 - Assessing outcomes and using the results to improve processes apply to *all* of the institutions activities & processes. See particularly:
 - *Core Requirement 2.5 (Institutional Effectiveness)*: The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.
 - *Comprehensive Standard 3.3 (Institutional Effectiveness)*: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
 - Educational programs, to include student learning outcomes,
 - Administrative support services,
 - Educational support services,
 - Research within its educational mission, if appropriate,
 - Community/public service within its educational mission, if appropriate.

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- These accreditors require the institution to evaluate its functions' effectiveness and use the results for improvement, but use outcomes-assessment language mainly when talking about assessing student learning.
 - **CIHE** (New England Association of Schools and Colleges: Commission on Institutions of Higher Education)
 - Source: *Standards for Accreditation*, http://cihe.neasc.org/standards_policies/standards/standards_html_version
 - Each Standard includes some variation of (*paraphrase*) "The institution periodically examines the processes in this area are and uses the results to enhance effectiveness." Outcomes-assessment language occurs primarily in *Standard Four: The Academic Program*.
 - **HLC** (North Central Association of Colleges and Schools: Higher Learning Commission)
 - Source: *Handbook of Accreditation*, 3rd Ed., <http://www.ncahlc.org/download/Handbook03.pdf>
 - "Crosscutting themes" include statements that an effective institution uses "ongoing evaluation and assessment processes that provide reliable evidence of institutional effectiveness and inform strategies for continuous improvement" including assessment of student learning.
 - Each Criterion includes examples of evidence that can be used to demonstrate institutional effectiveness. Outcomes-assessment language is most common in *Criterion Three: Student Learning and Effective Teaching*.
 - **NWCCU** (Northwest Association of Schools and Colleges: Commission on Colleges and Universities)
 - Source: *Accreditation Standards*, <http://www.nwccu.org/Standards and Policies/Accreditation Standards/Accreditation Standards.htm>
 - The Standards' lists of required and recommended evidence use "outcomes" primarily when talking about student learning and satisfaction.
- This accreditor emphasizes how the institution's processes affect educational objectives. Outcomes-assessment language occurs primarily in that context.
 - **WASC** (Western Association of Schools and Colleges)
 - Sources:
 - **ACSCU** (The Accrediting Commission for Senior Colleges and Universities): See <http://sites.google.com/a/wascsenior.org/document-library/General-Publications-and-Resources> (*pdf* files):
 - *Handbook of Accreditation*
 - *Evidence Guide: A Guide to Using Evidence in the Accreditation Process*
 - ACSCU's *Educational Effectiveness Review*, which relies heavily on assessing student learning outcomes, is a separate & emphasized component of the accreditation review.
 - **ACCJC** (The Accrediting Commission for Community and Junior Colleges): *Accreditation Reference Handbook*, <http://www.accjc.org/documents/Accreditation Reference Manual Rev Aug 31 2006.pdf>