



## **ASSESSMENT FACTS YOU NEED TO KNOW**

### **The basic assessment question:**

***“How do we know students are learning what we want them to learn?”***

1. Assessment already exists; we all participate at some informal or formal level. For example, faculty members routinely engage in student grading—which is a formal assessment and evaluation process focusing on individual students. *Program* assessment focuses on formal processes to determine how well *all students* in a given academic or student services program are meeting stated outcomes.
2. Formal assessment at CBU is a continuing work in progress; changes and adjustments are inevitable. Progress has precedence over perfection.
3. CBU’s academic accrediting agency, the Western Association of Schools and Colleges Senior College and University Commission (WSCUC), requires formal assessment. Ideally we engage in assessment anyway because we want to do the best job possible in serving our students and promoting academic excellence.
4. All faculty and student services staff are expected to engage in collaborative program assessment; it is an essential, shared, professional responsibility at CBU as well as all colleges and universities accredited by WSCUC.
5. Assessing everything every year is not required. Completing a measured amount of assessment each year adds up over time to create a body of evidence that attests to our educational effectiveness at the program level and for CBU as a whole.
6. Documenting decisions, program adjustments, improvements, etc. made as a result of collected data is an important expectation.
7. Assessment methods must fit the discipline or service. If done correctly, both quantitative (counts, numbers, statistics) and qualitative methods (words, pictures, analytical descriptions) are acceptable. Anecdotal information is not acceptable assessment data.