

**California Baptist University**  
**COMPARING PROGRAM ASSESSMENT WITH CLASSROOM ASSESSMENT**

ISSUE	PROGRAM ASSESSMENT	CLASSROOM ASSESSMENT
1. Assessment focus	A specific academic program/major; all courses and/or other learning opportunities offered by the program	A particular course; on a course-by-course basis
2. Person(s) responsible to conduct assessment	Dean/chair, Assessment Coordinator, and all full-time faculty teaching in the program/major	The professor-of-record for each course; collaborative grading standards and methods in some limited cases
3. Guiding statements	Student Learning Outcomes (SLOs)	Course Learning Objectives; ideally, objectives are linked to program SLOs
4. Key question	“At what level are students achieving the SLOs established by the program faculty?”	“What grade best represents a student’s learning performance in this course?”
5. Student focus	All students majoring or minoring in the academic program/major (grad or undergrad); plus General Education	Individual students in a specific course; may or may not be majors or minors in the program in which the course is offered
6. Functional purpose	To determine the level to which students majoring or minoring in the program, as a group, are achieving program’s SLOs; ideally, serves as a basis for program and course improvements	Giving each student a final course grade which, ideally, reflects the student’s learning related to the course objectives (ideally, related to USOs and SLOs); serves as a basis for course improvements
7. Source for assessment data	Aggregated data on multiple “critical assignments” embedded in program courses and/or other appropriate methods to determine SLO performance; data reflects group performance, not individual student performance	Individual class member’s cumulative grade based on multiple course assignments (including group assignments); secondary emphasis on overall “class averages” on assignments or final course grades
8. Role of final course grades	A secondary consideration; final grades are not usually acceptable data for program-level assessment (due to significant variability among faculty grading practices)	Final grades are a primary consideration; grade entered into the individual student’s academic record
9. Relationship to the other form of assessment	Program assessment often incorporates data collected via classroom assessment extracted from multiple courses or course sections offered by the program/major	Usually classroom assessment is a “stand-alone” process, but may assist program assessment by including critical assignments in all sections of a particular course and using a common assessment method/standard
10. Similarities	Determining student learning/performance is at the core of both assessment applications. Both applications are guided by statements expressing educational intentionality (outcomes and objectives). Most methods used for program assessment are also suitable for classroom assessment and vice versa.	