

California Baptist University Conceptualizing Assessment

- **THE IDEAL:** University Student Outcomes (USOs) → Program SLOs → Curriculum—Courses and other learning opportunities
- **SEVEN BASIC PRINCIPLES:**
 1. Program-level assessment (other types exist) focuses on the big picture—the program/major, rather than individual courses.
 2. SLOs are *selective* (reflecting but not including USOs) and serve as *key* indicators that “mark” a student who graduates from the program.
 3. Assessment is a systematic process to determine if the SLOs are being achieved at the desired level, as defined by the program faculty and staff.
 4. Direct and indirect assessment data are acquired throughout the program—courses, practicum, internships, etc.—with emphasis on direct methods.
 5. Not all selected SLOs must be assessed each year, but all should be assessed one or more times in the five-year period between program reviews and two or more times between WASC re-accreditation.
 6. Assessment data (evidence) alone are not sufficient; data must influence decisions related to improving a program’s educational policies and practices.
 7. Quality program assessment demands a team effort; no one faculty member can or should carry the entire assessment load for a program(s).

