

## Assessment Principles Of Good Practice

To ensure quality implementation of its institutional assessment, Dakota State University adheres to ten assessment principles of good practice. DSU has adapted principles #1-#9 from the former American Association for Higher Education (AAHE, 1992, revised AAHE Assessment Forum, 1996) <https://www.learningoutcomesassessment.org/wp-content/uploads/2019/08/Viewpoint-Hutchings-EwellBanta.pdf> and #10 from Banta, Lund, Black, and Oblander (1996). *Assessment in Practice*, San Francisco, CA: Jossey-Bass.

	<b>Institutional Principles of Good Practice</b>	DSU will apply assessment principles of good practice by . . .
1.	The assessment of student learning begins with <b>educational values</b> .	a) <b>Sustaining a shared understanding of its priorities.</b> The university community (administrators, faculty, staff, students, and outside publics) shares an understanding of what it values most and what it aspires to become. b) <b>Asking significant questions.</b> Cabinet, councils, committees, and program/departments embed dialogue and discussion related to the following questions into their meetings: <ul style="list-style-type: none"> <li>• How well is DSU preparing students to contribute to local, national, and global prosperity?</li> <li>• How well is DSU preparing students to innovate?</li> <li>• How well is DSU integrating technology into the educational/work experience?</li> <li>• To what degree is DSU becoming a university of choice for those seeking a student-centered institution that offers innovative programs grounded in teaching, research, technology, scholarship, and service excellence?</li> <li>• To what degree is DSU serving as an economic engine in local, national, and global markets?</li> <li>• To what degree is DSU recognized for its achievements in continuous quality improvement?</li> </ul>
2.	Assessment is most effective when it reflects an understanding of <b>learning as multi-dimensional, integrated, and revealed in performance over time</b> .	a) <b>Using a variety of assessment methods.</b> The institution and the faculty use a balance of both direct and indirect measures of student learning and effectiveness. Students have opportunities to demonstrate their learning through multiple assessment techniques and assessment methodologies. b) <b>Changes over time.</b> The institution and faculty gain insights about a student’s (or group of students) performance throughout the course of single class, series of classes, a profession-specific program, and/or the DSU experience in total to inform decision making about the complexity of the learning process and its improvement to increase student achievement.

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3.	Assessment works best when the programs it seeks to improve have <b>clear, explicitly stated purposes.</b>	a) <b>Assessing programs and departments with clear purposes.</b> Assessment measures performance with clearly stated attainable expectations. <ul style="list-style-type: none"> <li>• Academic Program Learning Outcomes</li> <li>• Administrative Unit Intended Outcomes for Individuals Participating in Services Provided</li> </ul>
4.	Assessment requires attention to outcomes but also and equally to the <b>experiences that lead to those outcomes.</b>	a) <b>Assessing educational processes.</b> The University community gathers information to determine the quality of the processes that impact outcomes success. b) <b>Assessing experiences that impact performance.</b> Processes include the <i>level of quality</i> in any experiences that impact performance (e.g., communications, policy, supports, processes, curriculum, pedagogy, resources, facilities, and technology).
5.	Assessment works best when it is <b>ongoing</b> not episodic.	a) <b>Assessing cumulative impact.</b> Assessment processes have a cumulative, positive impact on performance. b) <b>Being proactive.</b> The university community engages in a proactive approach to assessment. c) <b>Using assessment information in formative and summative ways.</b> Assessment processes are both formative and summative.
6.	Assessment fosters wider improvement when representatives from across the <b>educational community are involved.</b>	a) <b>Collaborating to Inform.</b> DSU involves people from across the educational community to provide wide, better-informed attention to student learning by all parties with a stake in its improvement. b) <b>Collaborating to align assessments with outcomes.</b> The university community collaborates to ensure that assessment methods and data analysis interpretations align with outcomes. c) <b>Using data for multiple purposes.</b> The university community collaborates to use assessment results and insights for multiple purposes.
7.	Assessment makes a difference when it begins with issues of use and illuminates the <b>questions that people really care about.</b>	a) <b>Identifying questions in need of answers.</b> Assessment starts with the questions the university community seeks to answer. b) <b>Connecting pieces of information.</b> The university community collects and analyzes data from different sources to provide purposeful direction about issues they care about. c) <b>Providing credible evidence.</b> Assessment approaches produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made.

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8.	Assessment is most likely to lead to improvement when it is part of a <b>larger set of conditions that promote change.</b>	a) <b>Ensuring safe assessment environment.</b> The University community conducts assessment in a safe environment which fosters continuous improvement. b) <b>Valuing teaching and learning.</b> The University community visibly values quality teaching and learning. c) <b>Seeking outcomes information.</b> The University community seeks information about learning outcomes as an integral part in planning, facilities, budgeting, personnel, and resource allocations.
9.	Through assessment, educators meet <b>responsibilities to students and to the public.</b>	a) <b>Demonstrating integrity.</b> Assessment processes, results, and insights are accurate, transparent, and clear to the university community. b) <b>Embracing improvement.</b> Assessment results and insights guide the organizational and educational changes needed to meet student and partnership needs.
10.	Assessment is most effective when undertaken in an <b>environment that is receptive, supportive, and enabling.</b>	a) <b>Responding to potential barriers.</b> The University community addresses potential institutional barriers to successful assessment: knowledge & skills complexity, professional & political sensitivity, and sustained, organized implementation. b) <b>Dedicating resources.</b> The University supplies the necessary resources to implement a successful comprehensive assessment program. c) <b>Using results.</b> The University community implements recommendations and decisions which are guided by assessment insights.