



EICC's Basic Principles of Assessment

1. The assessment of student learning is a vehicle for educational improvement and is linked to the institutional mission and strategic goals.
2. The assessment process measures student learning in three domains: cognitive (knowledge acquisition), behavioral (skill acquisition), and affective (attitudinal development). Each discipline/program determines the extent to which it contributes to student learning within the three areas.
3. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. It entails not only what students know, but what they can do with what they know. It involves not only knowledge and abilities, but also values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom.
4. Assessment should have clear, explicitly stated purposes. It should be a goal-oriented process comparing educational performance with educational purposes and expectations. Goals are clear, shared, and able to be implemented.
5. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
6. Assessment is ongoing and is a linked series of activities undertaken over time.
7. Assessment fosters wider improvement when representatives from across the educational community are involved. Faculty participation in the planning, implementation, and evaluation of the assessment process is active and ongoing. Assessment may also involve individuals from beyond the classroom, and from beyond the campus.
8. Assessment recognizes the value of information in the process of improvement. To be useful, the information must be connected to issues or questions that people really care about.
9. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. In order to cause change, assessment must be communicated with all stakeholders involved. When students, faculty, and staff are made aware of assessment results, all parties will learn from them.
10. Assessment goes beyond reporting information. Our deeper obligation—to ourselves, our students, and society—is to improve. In order to do this, assessment must be cyclical, trended institutionally, and compared with providers of similar services when possible.