

THE GRAND VALLEY STATE UNIVERSITY

GUIDING PRINCIPLES of ASSESSMENT (2015)

Grand Valley's two-pronged mission is to *educate students to shape their lives, their professions, and their societies* and to *contribute to the enrichment of society through excellent teaching, active scholarship, and public service*.

The purpose of assessment at Grand Valley is to obtain meaningful information about the extent to which student education and societal enrichment are occurring. Assessment involves values, practices, and attitudes that affect both academic success and performance beyond the classroom. Grand Valley has established a comprehensive, multi-level assessment structure and developed associated processes to ensure that the structure permeates the entire institution. Through reflective analysis by relevant stakeholders, these processes inform strategic planning and are an integral part of the institution's cycle of continuous program improvement. Clear, shared, implementable goals are the cornerstone of focused, ongoing assessment. In the spirit of continuous improvement, this goal-oriented process is guided by the following principles.

Guiding Principles of Assessment at GVSU:

Assessment is more **meaningful** and more likely to lead to **continuous improvement** when:

1. Assessment is a **continuous** process that begins with educational values and reflects educational mission.
2. Assessment is a **multidimensional, transparent** process that involves various collaborative stages of planning, implementing, and improving.
3. Assessment activities are **aligned** with clearly stated goals and measurable objectives.
4. Assessment activities have distinctly **explicit purposes**.
5. Assessment activities are **practical**, balancing efficiency with rigor, considering the burden placed on stakeholders.
6. Assessment activities are **authentic and integrated** into ongoing work, addressing relevant and pertinent issues.
7. Assessment activities attend to both **outcomes** and **the processes that lead to those outcomes**.
8. Assessment activities provide information **longitudinally** and demonstrate trends over time.
9. Assessment activities are designed with **input from stakeholders**.
10. Assessment findings are **disseminated** to influence changes in the delivery of programs and services.
11. Assessment activities inform **strategic planning**.
12. Assessment is considered **scholarly inquiry**.