

Marquette University's assessment system is guided by the University's mission of excellence, faith, leadership and service. The assessment process actively promotes a culture of continuous improvement in academic and co-curricular outcomes. This is accomplished through the implementation of an assessment system that is meaningful, manageable, sustainable, and leads to the fulfillment of the teacher-learner objectives envisioned by Jesuit pedagogy.

In a cohesive assessment system, learning goals are integrated; institutional goals are seeded into program level outcomes, and these, in turn, are seeded into courses and co-curricular experiences. Alignment is demonstrated through curricular mapping, indicating where and how students are provided opportunities to learn and demonstrate proficiency.

Goals involving attitudes, values and personal transformation are more difficult to assess than knowledge and performance skills. Assessment of student outcomes in these areas should not be abandoned, however, as long as opportunities for developing these outcomes can be identified in the students' educational experience.

Good assessment starts with a decision on what to measure and then determines how to measure, rather than the other way around.

To be manageable and sustainable, assessments that are embedded in existing student work are preferable to add-on assignments. Where assessments beyond curricular or co-curricular requirements are appropriate, steps are taken to maximize student participation and encourage their best efforts.

There is no perfect assessment instrument; capturing the complexity of student learning requires identifying multiple methods of assessment that incorporate direct and indirect measures, and qualitative and quantitative methods.

Assessment by itself is an insufficient condition for learning and improvement; the information produced by assessment must be carefully reflected and acted upon.

Because the goal of assessment is program improvement, data from program assessments are used to evaluate students as a group. Program assessment data is not used to evaluate individual students, faculty or staff.

Recognizing that assessment helps educators meet their responsibilities to various constituencies, assessment plans and results are regularly and appropriately shared with internal and external audiences.

The assessment process itself is regularly evaluated and refined as insights emerge.

Assessment is a shared responsibility among Marquette University faculty, academic leaders, administrators and students.

For assessment in the formal academic curriculum, \_\_\_\_\_ is responsible for direct assessment of student learning in each course taught and for assisting program faculty in assessment of program learning outcomes as needed. Each course will have clearly stated learning objectives and evaluation of student learning linked to these objectives. Active participation in and contributions to assessment planning and assessment processes will be viewed favorably in annual evaluations.

For co-curricular programs and experiences that contribute to student learning, are responsible for articulating desired learning outcomes, designing experiences that assist students with meeting these learning goals, and for designing and implementing assessment measures that provide evidence of program effectiveness and student learning. Program administrators are then responsible for routinely using assessment data to make appropriate improvements that maximize program effectiveness and student learning. Student learning assessment is tied to other forms of needs assessment and program evaluation and these data collectively inform planning and fiscal decisions.

are responsible for participation in the approved learning outcome assessment processes of their major, program, college, co-curricular activities, and the university. Students are expected to complete various assessment measures, both direct and indirect, to the best of their ability. Students may be selected to participate in program or university assessment measures which require students' time and effort beyond required course assignments. Any measures that require time and effort beyond course assignments will be approved by the program faculty for any program assessment requirements or the University Assessment Committee, and the Provost for an institutional requirement.

are responsible for coordination of the assessment processes in their designated programs (university common core, college core, major, certificate, post-baccalaureate, graduate, professional and co-curricular) These processes include: Defining measurable student learning and development outcomes; broad dissemination of these outcomes in web-based and print documents; collecting and summarizing data on student learning and development; disseminating results to faculty and staff for discussion; and formally reporting results and areas for improvement to the university's assessment reporting s

