

American Association for Higher Education's

Principles of Good Practice for Assessing Student Learning

- Assessment of student learning begins with educational values.
- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing, not episodic.
- Assessment fosters wider improvement when representatives from across the educational community are involved.
- Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
- Through assessment, educators meet responsibilities to students and to the public.

(AAHE Forum "Nine Principles of Good Practice for Assessing Student Learning." Astin, Banta, Cross, Ewell, et. 1992)

We are Striving to Enhance and to Enrich
our Students' Educational Experience

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Principles of Good Practice in Undergraduate Education

- Good practice encourages student–faculty contact. Studies show that frequent student-faculty contact is an important factor in student motivation and involvement.
- Good practice encourages cooperation among students. Learning is enhanced when it is more like a team effort than a solo race.
- Good practice encourages active learning. Students just sitting in classes, listening to teachers, memorizing assignments, and reciting answers do not learn much.
- Good practice gives prompt feedback. Students need frequent opportunities to perform and receive suggestions for improvement.
- Good practice emphasizes time on task. Learning to use one's time well is critical for students and professionals alike.
- Good practice communicates high expectations. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.
- Good practice respects diverse talents and ways of learning. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in ways that do not come so easily.

(AAHE Bulletin "Seven Principles for Good Practice in Undergraduate Education." Chickering, Gameson, March 1987)

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