

Transparency in Assessment at Roanoke College

At Roanoke College, we have an overarching, integrated philosophy of liberal learning that are the hallmark of every student's education at the College. To provide information about the overall effects of curriculum and instruction, support services, and other Roanoke College experiences on students' learning, college-level assessment efforts are needed. However, some frameworks and considerations guide the use of results to improve student learning at Roanoke College.

Generally speaking, the following governing principles of assessment* are elucidated to guide assessment efforts at all institutional levels:

1. Roanoke College is committed to a systematic, comprehensive, unified, and ongoing program of assessment that includes both administrative and academic departments and programs.
2. Assessment strategies and activities are selected and developed to promote the mission of the College, increase institutional effectiveness, and enhance student learning and personal development.
3. Assessment requires clearly defined objectives for which educational and institutional outcomes can be measured. Objectives are the responsibility of individual departments, programs, and units, but they are consistent with the College's Mission, Vision, and Purpose statements.
4. Effective assessment is a collaborative effort and requires coordinated efforts both within and across departments, programs, units, and divisions.
5. Faculty have primary responsibility for the development and maintenance of academic assessment, and administrative units are responsible for development and maintenance of assessment within their areas.
6. Assessment activities are conducted solely for the sake of program improvement; the results of assessment are not to be used in the evaluation of individual faculty or staff members.

Specifically, we must address the intended uses for assessment results as well as ways results are not to be used when considering college-level assessment efforts.

In addition to the guiding principles listed above, the following are guidelines for use of results:

1. Assessment results do not dictate decisions; instead we use professional judgment to interpret assessment results to make appropriate decisions.
2. Decisions are made using multiple sources of evidence; they are not based on a single piece of assessment data.
3. An assessment result is not used as an outcome in, and of, itself.
4. Assessment results are not used for student course grades, faculty evaluation, or assigning a percentile rank for students.
5. Results are used fairly, ethically, and responsibly with a focus on student learning.

**From: Roanoke College: Guide to Assessment*