

Principle 1: The assessment of student affairs begins with educational values. Assessment efforts begin with values that are then expressed through actions in the delivery of our programs and services. We use assessment as a means to measure that which we value.

Principle 2: Assessment is most effective when it reflects an understanding of organizational outcomes as multidimensional, integrated, and revealed in performance over time. Assessment is most effective when it is rooted and developed in the programs and services where measurable changes occur. It needs to include a variety of methods to accurately measure the complexity of the environments in which we work.

Principle 3: Assessment works best when it has clear, explicitly stated goals. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

Principle 4: Assessment requires attention to outcomes but also, and just as important, to the processes that lead to them. Assessing processes allows us to put findings from assessing outcomes into perspective. It allows us to know what worked in the delivery of programs and services, and under what conditions.

Principle 5: Assessment works best when it is ongoing, not episodic. Tracking progress of a program over time lends credibility to the results of program assessment. We focus on continuous improvement of our programs and services and use previous assessment findings to inform our decision making.

Principle 6: Assessment is most effective when representatives from across student affairs and the institution are involved. As our assessment efforts are tied to mission, vision and values, assessment practice at KSU speaks to fulfilling this vision.

Principle 7: Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. To be useful, information must be connected to issues or questions that have meaning.

Principle 8: Assessment should be part of a larger set of conditions that promote change. Assessment evidence lets us know we are on the correct path in our ongoing efforts to significantly contribute to student learning and satisfaction.

Principle 9: Through assessment, student affairs professionals meet responsibilities of students, the institution, and the public. As student affairs professionals, we have responsibilities to the stakeholders who support or depend upon us to provide information about the ways in which our organization meets its goals and expectations.

(Adapted from Upcraft, M.L., & Schuh, J.H., 1996, pp 22-24 and Portland State University Assessment Handbook)