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Institutions with a strong assessment program have faculty who work collaboratively with the CAO and other academic administrators to:

- Give thoughtful consideration to the reasons for and uses of measuring student academic achievement across entire academic programs, and continue to discuss these in departmental and full faculty meetings and informally with peers
- Take advantage of opportunities and support offered by the administration to be trained in various aspects of assessment of student learning
- Become fully conversant with the institution’s total student academic achievement program, including its structure, components, and annual cycle (timetable)
- Participate in their academic units’ assessment programs by:
 - a. Formulating a rationale to guide assessment activities
 - b. Helping to develop goals and measurable objectives for each academic program within the department
 - c. Ensuring that the objectives include what the faculty agree students will have learned in knowledge, skills, and attitudes (values) by the program’s completion
 - d. Stipulating the percentage of students who shall have attained and can demonstrate a particular level of competency in each domain as indicators for the faculty to gauge how well their objectives are being met
- Accept responsibility for ensuring that:
 - a. Measures are linked to measurable objectives
 - b. Multiple measures are used because no one instrument can successfully measure the range of student achievement
 - c. Both quantitative and qualitative measures (including capstone experiences, student senior projects and research, and/or supervised internships are used
 - d. Direct measures of student learning are employed
 - e. Instruments are reliable and valid
 - f. Measures yield useful results
 - g. Results of assessment are used to make changes intended to improve student learning

- Investigate instruments or measures other than those currently in use, and suggest any that seem to be a “better fit” in meeting the department’s objectives for student learning or could yield more useful information be pilot-tested
- Become engaged in departmental discussions of the data gathered from the administration of measures of student learning and the interpretation of these data
- Contribute ideas for making changes in mode of instruction, curriculum, library holdings, academic support equipment, and personnel and/or introduce innovations that could increase student learning whenever comparison of the results of measuring student learning with the faculty’s educational goals and objectives for the program have suggested improvement is needed
- Ensure that procedures are in place for:
 - a. Prioritizing proposed changes for inclusion in departmental or program plans and budgets
 - b. Determining whether or not the changes introduced correlate with actual improvements in student learning
 - c. Documenting the changes that have been recommended, funded (if required), and implemented
- Make provision for external evaluation of all assessment efforts to ensure the best possible process (methodology) and use of results, and to establish a high level of credibility among the institution’s internal and external constituents