

Making Assessment Meaningful



HIGHER LEARNING COMMISSION

Assessment can be Meaningful



HIGHER LEARNING COMMISSION

Assessment can be Meaningfulbut often isn't



Meaningful Assessment

Focuses on learning



Most faculty/staff are NOT passionate about data, assessment

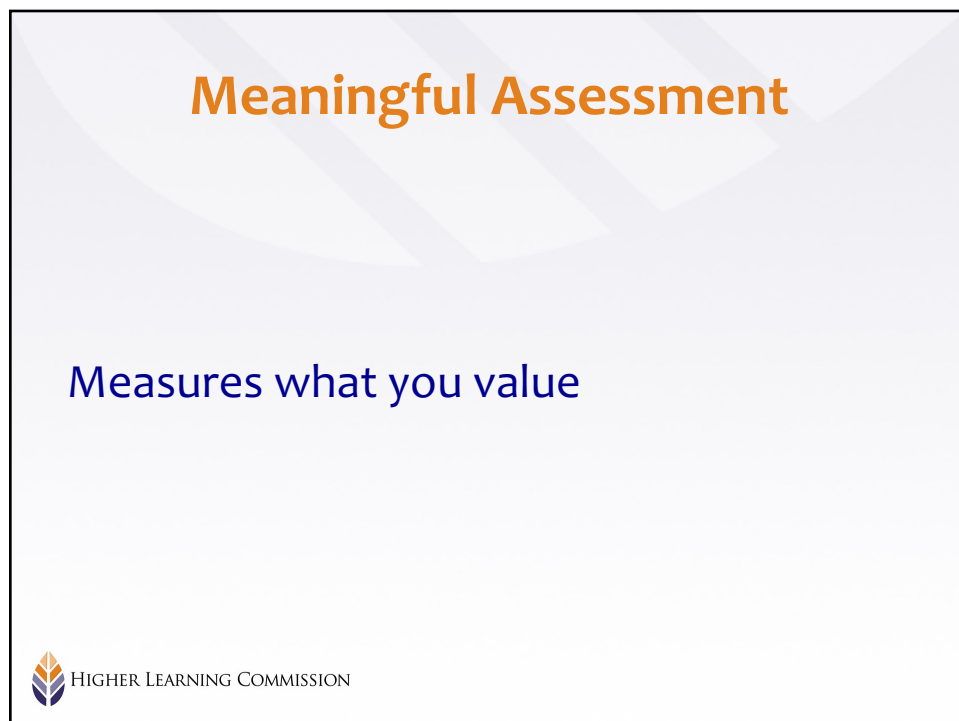
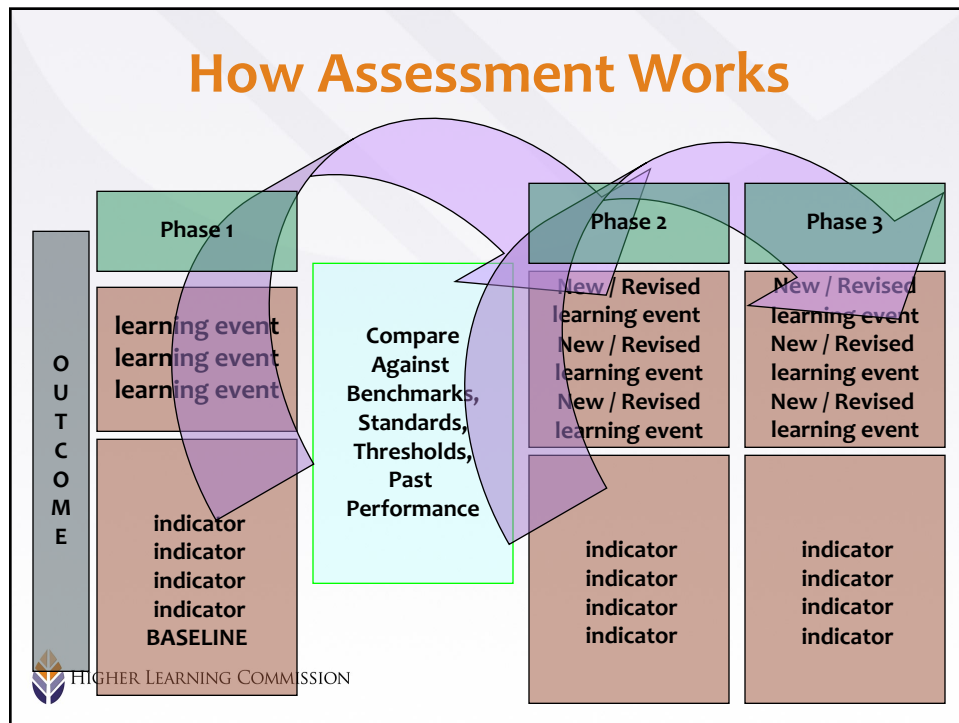
Those same faculty/staff ARE passionate about their students/student learning



Meaningful Assessment

Connects to a process that is second nature to most faculty





Meaningful Assessment

What are the *most important* things you want students to know, do, or achieve?



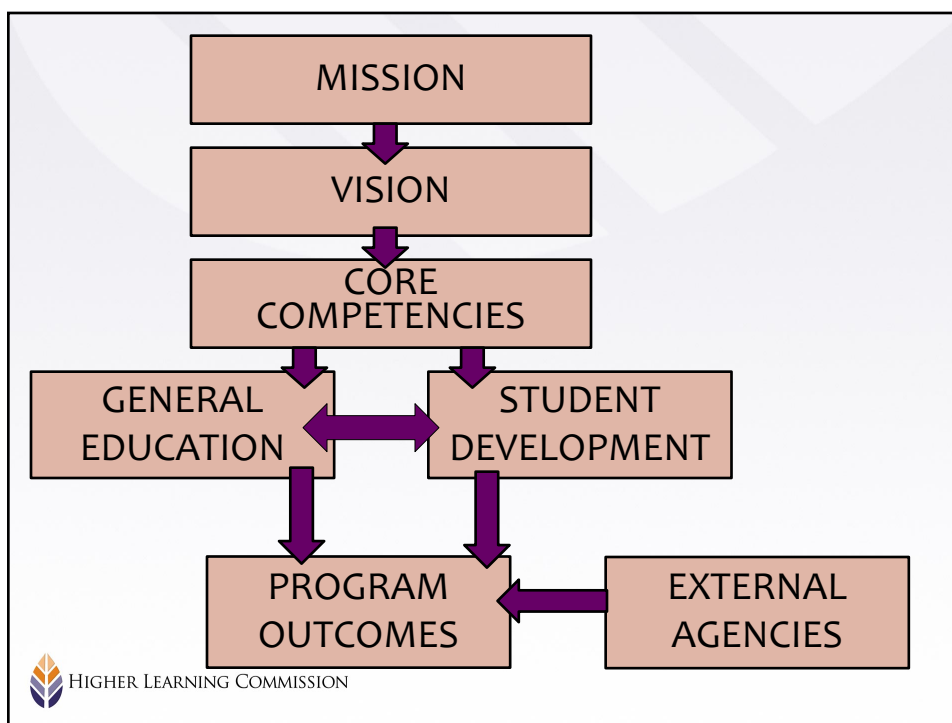
Meaningful Assessment

If you don't care about the outcome, you won't care about the data.



Meaningful Assessment

Defines learning in alignment with mission, vision, values, goals, degrees, and students.



Meaningful Assessment

Focuses on clear learning outcome statements.



Student Learning Outcomes

- Learner Centered
- Specific
- Measurable



Student Learning Outcomes

Format for learning outcomes:

Students will be able to

<<action verb>> <<something>>



Student Learning Outcomes

Students should be able to critically comprehend, interpret, and evaluate written, visual, and aural material.



Student Learning Outcomes

Students will recognize, analyze, and interpret human experience in terms of personal, intellectual, and social contexts.



Student Learning Outcomes

- Learner Centered
- Specific
- Measurable
- Public
- Distinctive
- Frame Perceptions



Student Learning Outcomes

Outcome
+ Outcome
+ Outcome
+ Outcome



Student Learning Outcomes

Outcome
+ Outcome
+ Outcome
+ Outcome
? ? ?



Student Learning Outcomes

- Learner Centered
- Specific
- Measurable
- Public
- Distinctive
- Frame Perceptions
- Cognitively appropriate

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
	Associate			Arrange	Appraise
Cite	Classify	Apply	Analyze	Assemble	Assess
Count	Compare	Calculate	Appraise	Collect	Choose
Define	Compute	Classify	Calculate	Compose	Compare
Draw	Contrast	Demonstrate	Categorize	Construct	Criticize
Identify	Differentiate	Determine	Classify	Create	Determine
List	Discuss	Dramatize	Compare	Design	Estimate
Name	Distinguish	Employ	Debate	Formulate	Evaluate
Point	Estimate	Examine	Diagram	Integrate	Grade
Quote	Explain	Interpret	Differentiate	Manage	Judge
Read	Express	Locate	Distinguish	Organize	Measure
Recite	Extrapolate	Operate	Examine	Plan	Rank
Record	Interpolate	Order	Experiment	Prepare	Rate
Repeat	Locate	Practice	Inspect	Prescribe	Recommend
Select	Predict	Report	Inventory	Produce	Revise
State	Report	Restructure	Question	Propose	Score
Tabulate	Restate	Schedule	Separate	Specify	Select
Tell	Review	Solve	Summarize	Synthesize	Standardize
Trace	Tell	Translate	Test	Write	Test
Underline	Translate	Use			Validate
		Write			

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Cite	Associate			Arrange	Appraise
Count	Classify	Apply	Analyze	Assemble	Assess
Define	Compare	Calculate	Appraise	Collect	Choose
Draw	Compute	Classify	Calculate	Compose	Compare
Identify	Contrast	Demonstrate	Categorize	Construct	Criticize
List	Differentiate	Determine	Classify	Create	Determine
Name	Discuss	Dramatize	Compare	Design	Estimate
Point	Distinguish	Employ	Debate	Formulate	Evaluate
Quote	Estimate	Examine	Diagram	Integrate	Grade
Read	Explain	Interpret	Differentiate	Manage	Judge
Recite	Express	Locate	Distinguish	Organize	Measure
Record	Extrapolate	Operate	Examine	Plan	Rank
Repeat	Interpolate	Order	Experiment	Prepare	Rate
Select	Locate	Practice	Inspect	Prescribe	Recommend
State	Predict	Restructure	Inventory		Revise
Tabulate	Report	Schedule			Score
Tell	Restate	Sketch			Select
Trace	Review	Solve			Standardize
Underline	Tell	Translate			Test
	Translate	Use	Test	Write	Validate
		Write			

Lower level course
outcomes

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Cite	Associate			Arrange	Appraise
Count	Classify	Apply	Analyze	Assemble	Assess
Define	Compare	Calculate	Appraise	Collect	Choose
Draw	Compute	Classify	Calculate	Compose	Compare
Identify	Contrast	Demonstrate	Categorize	Construct	Criticize
List	Differentiate	Determine	Classify	Create	Determine
Name	Discuss	Dramatize	Compare	Design	Estimate
Point	Distinguish	Employ	Debate	Formulate	Evaluate
Quote	Estimate	Examine	Diagram	Integrate	Grade
Read	Explain	Interpret	Differentiate	Manage	Judge
Recite	Express	Locate	Distinguish	Organize	Measure
Record	Extrapolate	Operate	Examine	Plan	Rank
Repeat	Interpolate	Order	Experiment	Prepare	Rate
Select	Locate	Practice	Inspect	Prescribe	Recommend
State	Predict	Restructure	Inventory	Produce	Revise
Tabulate	Report	Schedule	Question	Propose	Score
Tell	Restate	Sketch	Separate	Specify	Select
Trace	Review	Solve	Summarize	Synthesize	Standardize
Underline	Tell	Translate	Test	Write	Test
	Translate	Use			Validate
		Write			

Advanced
Course / Program
outcomes

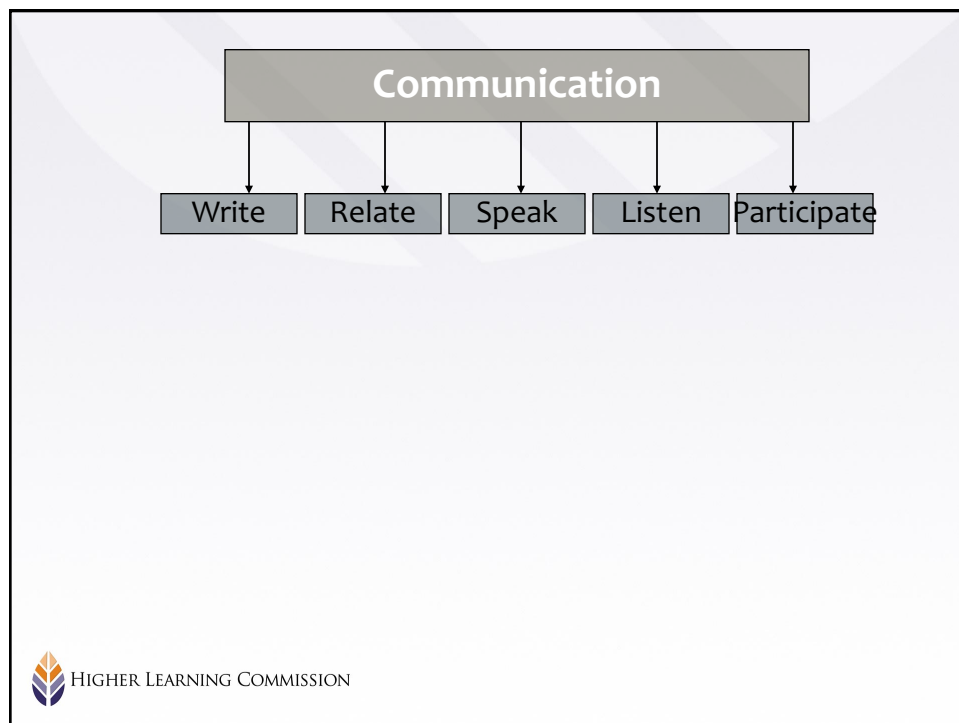
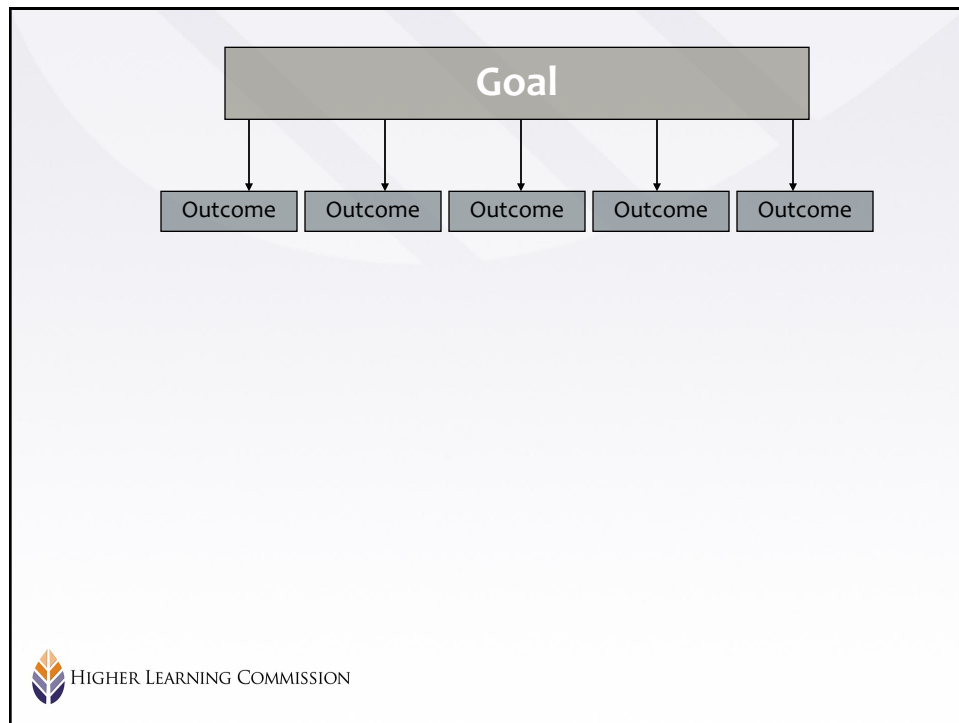
Meaningful Assessment

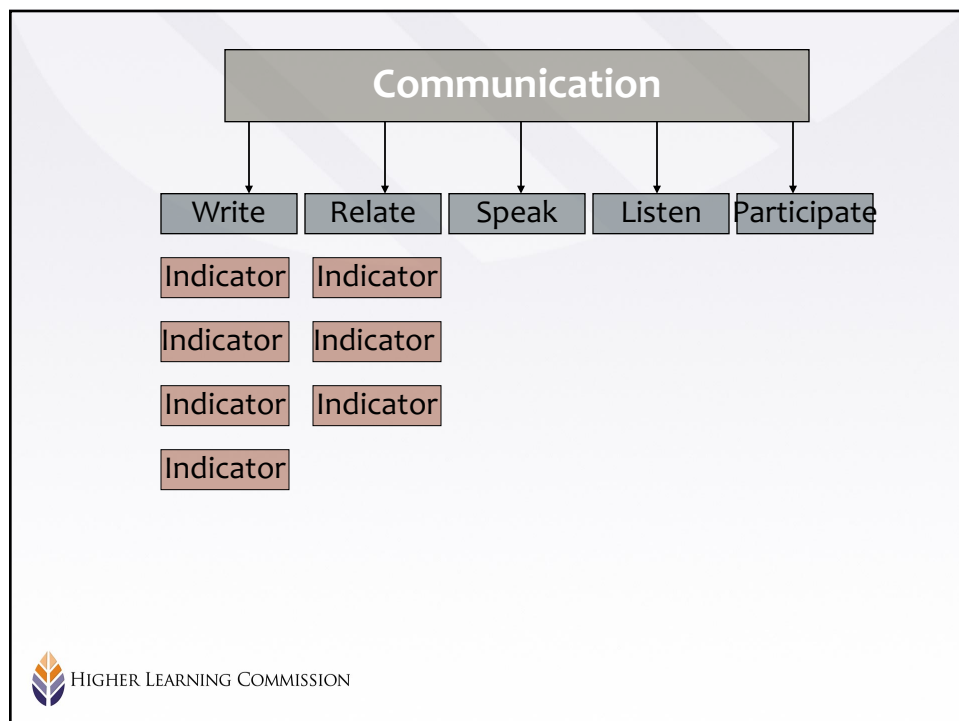
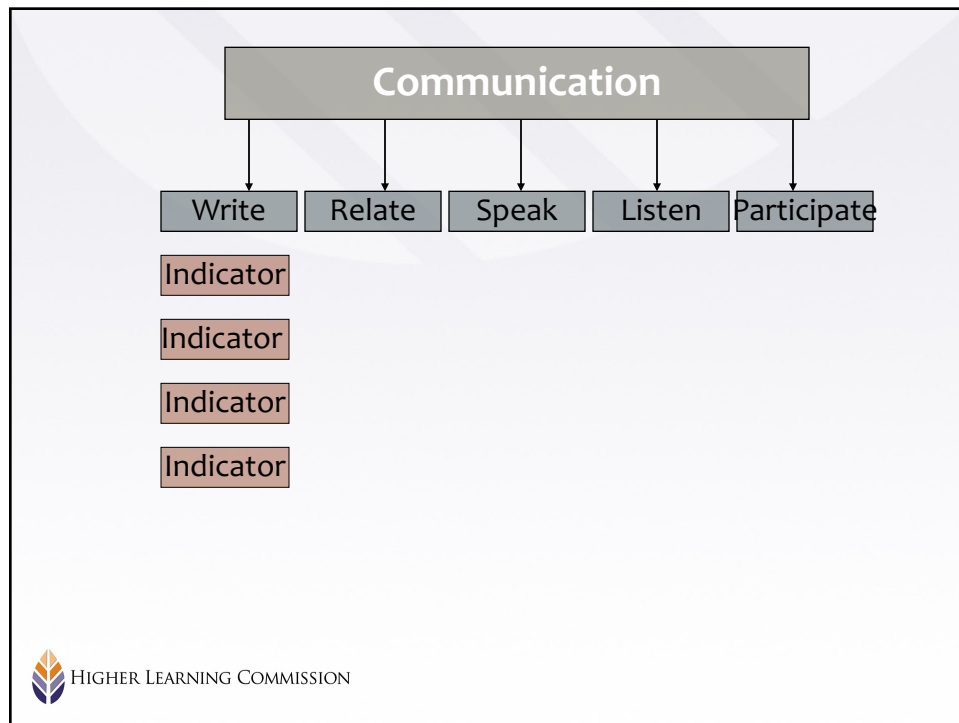
Defines the outcomes

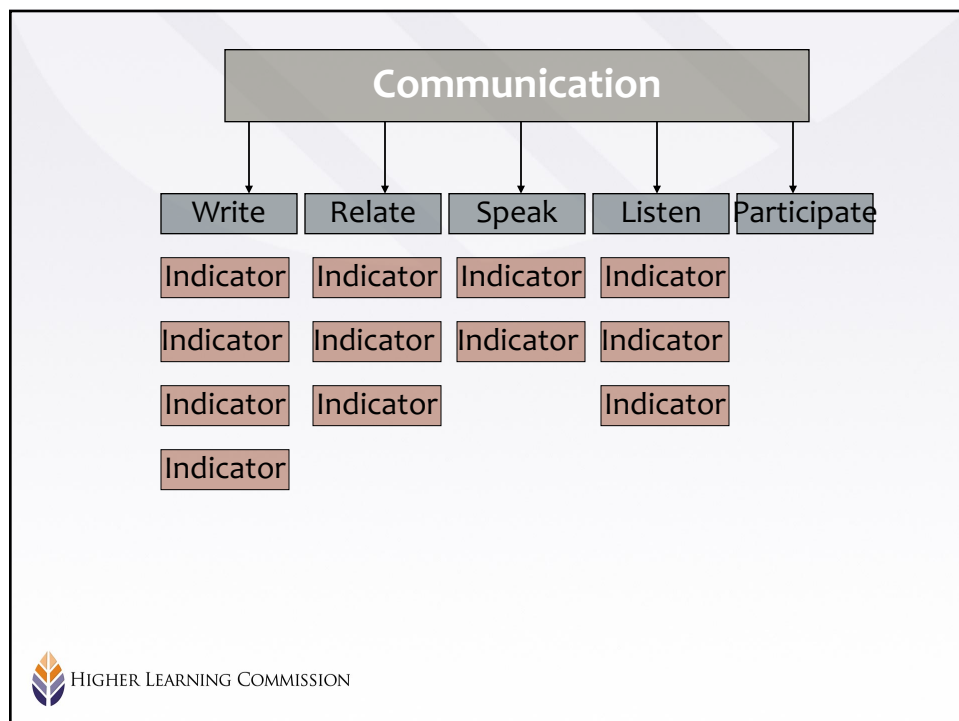
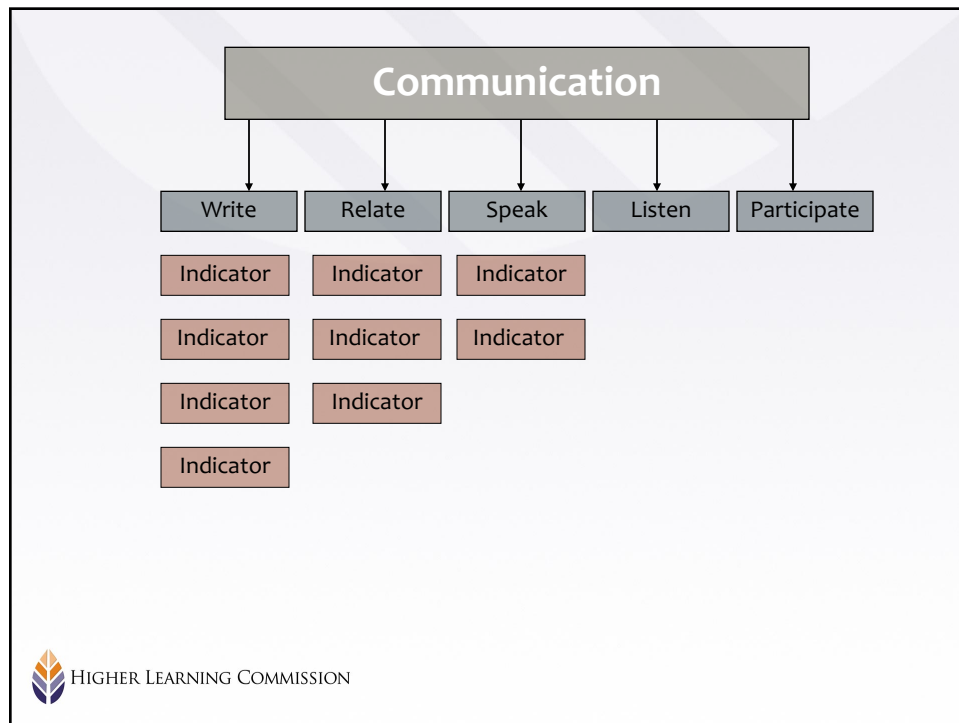


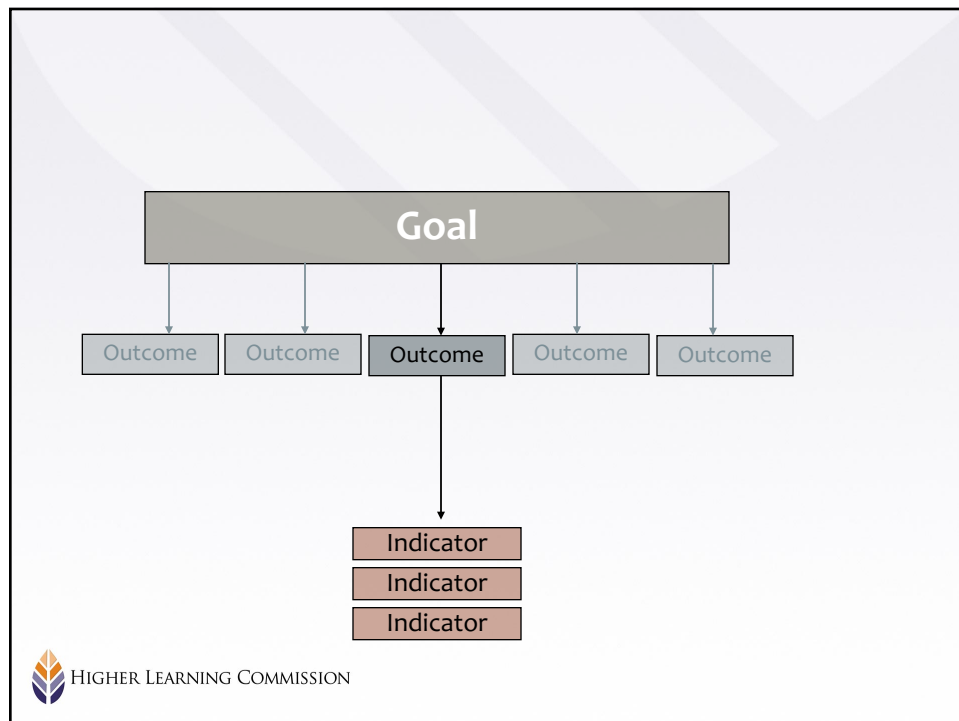
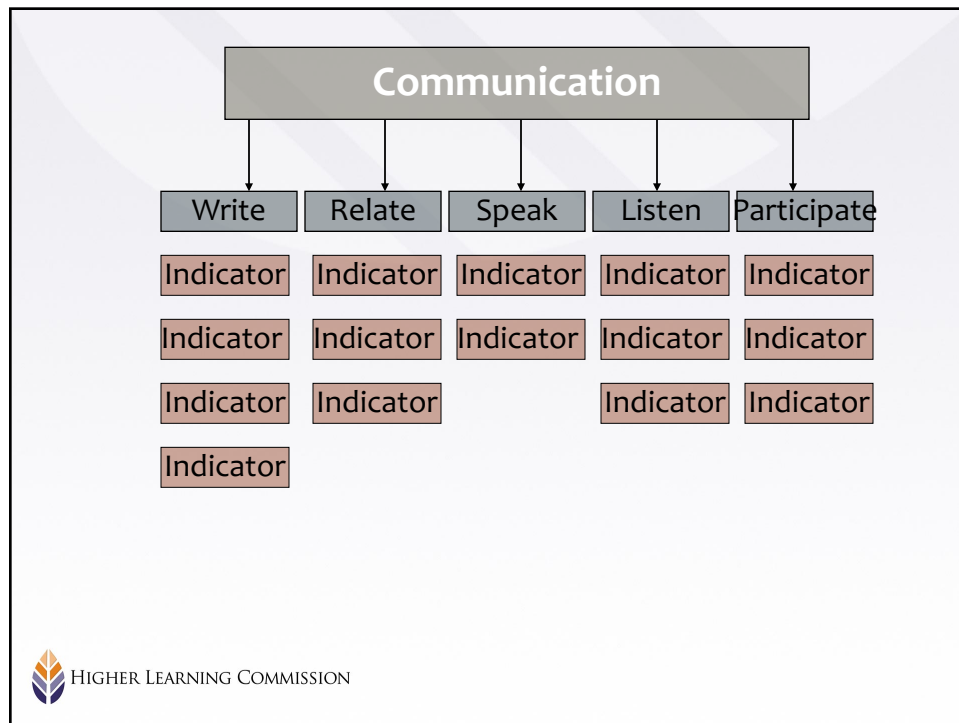
Goal

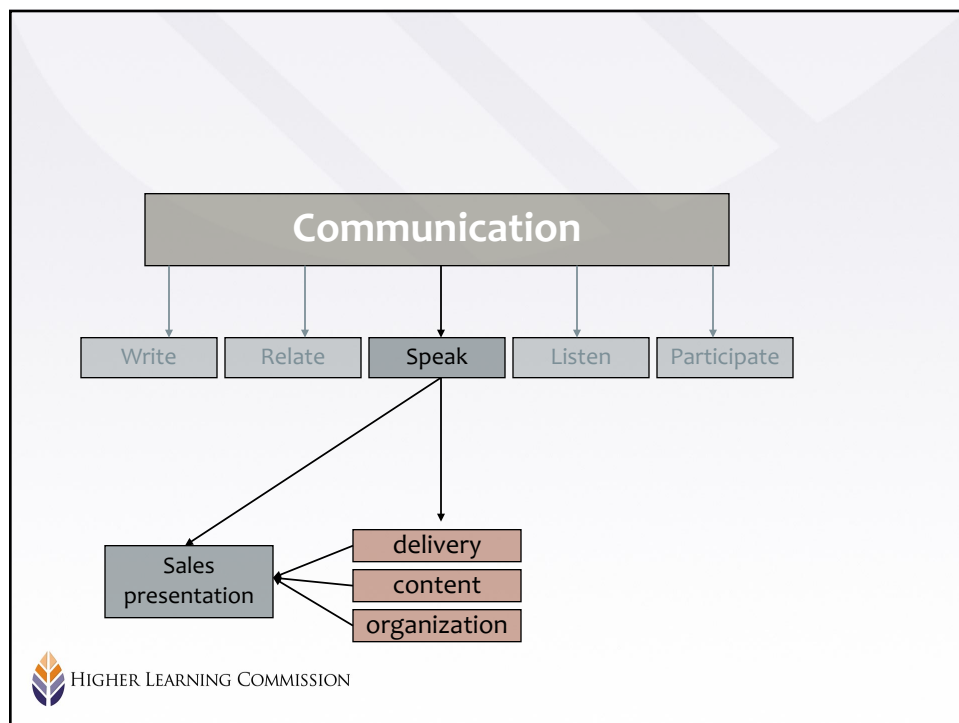
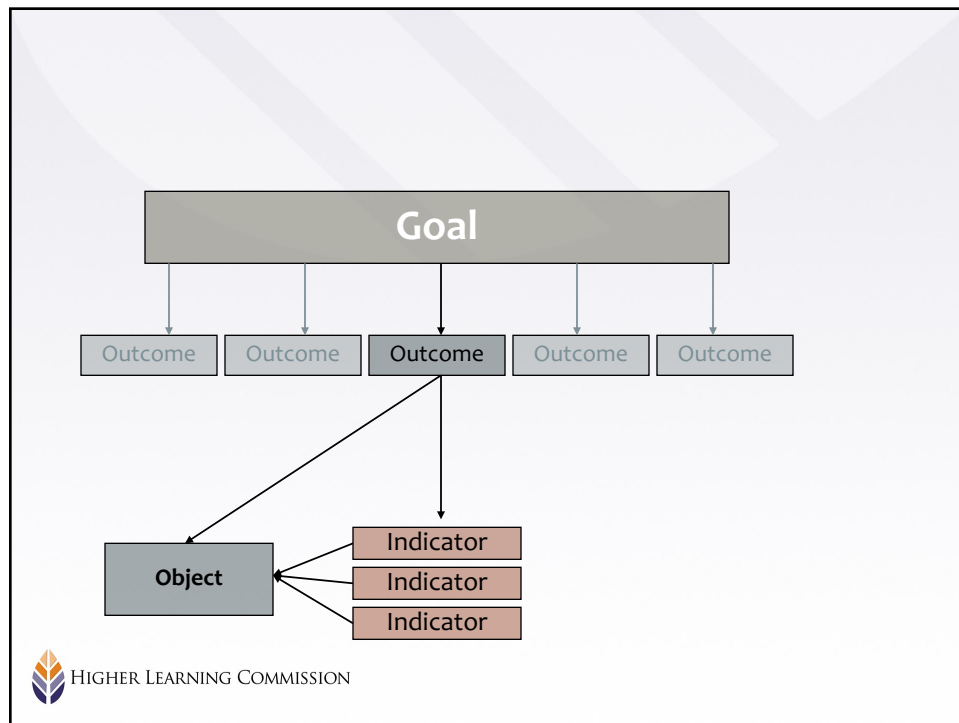


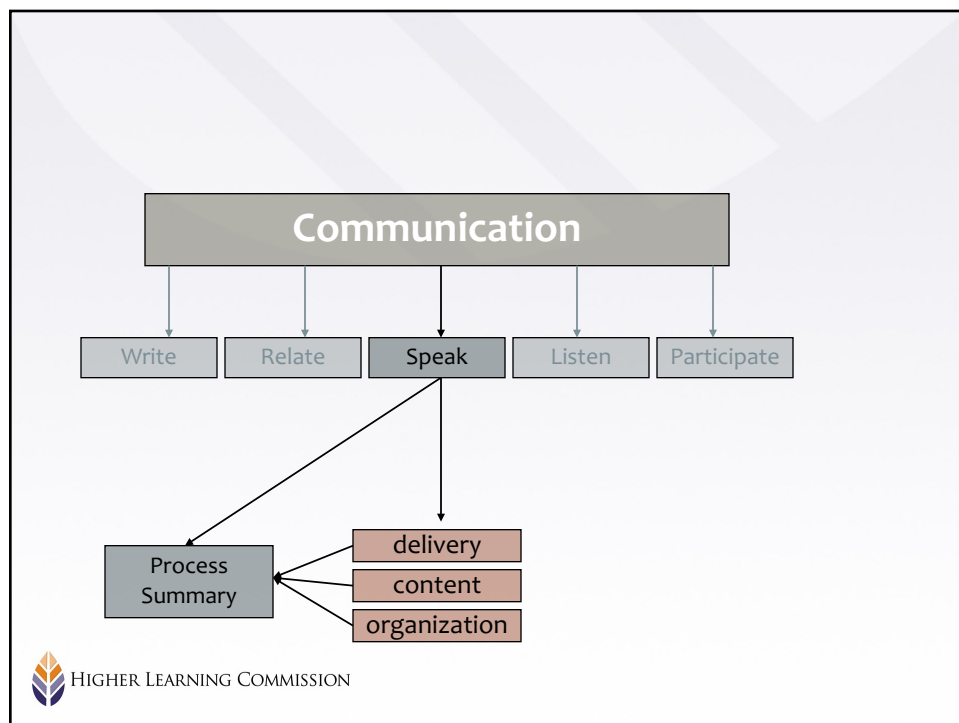
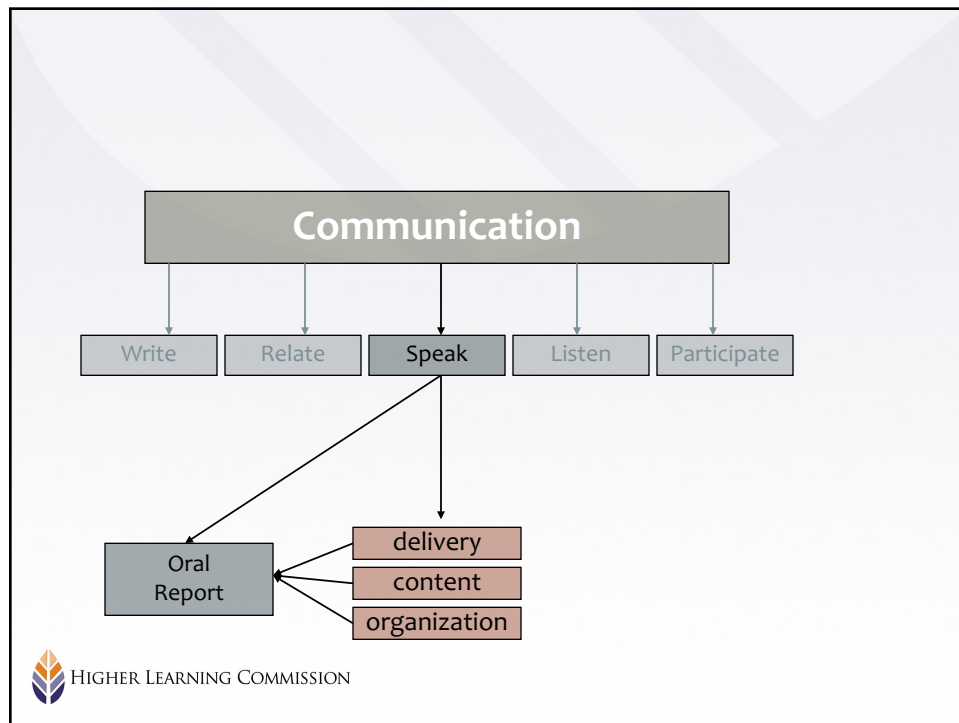


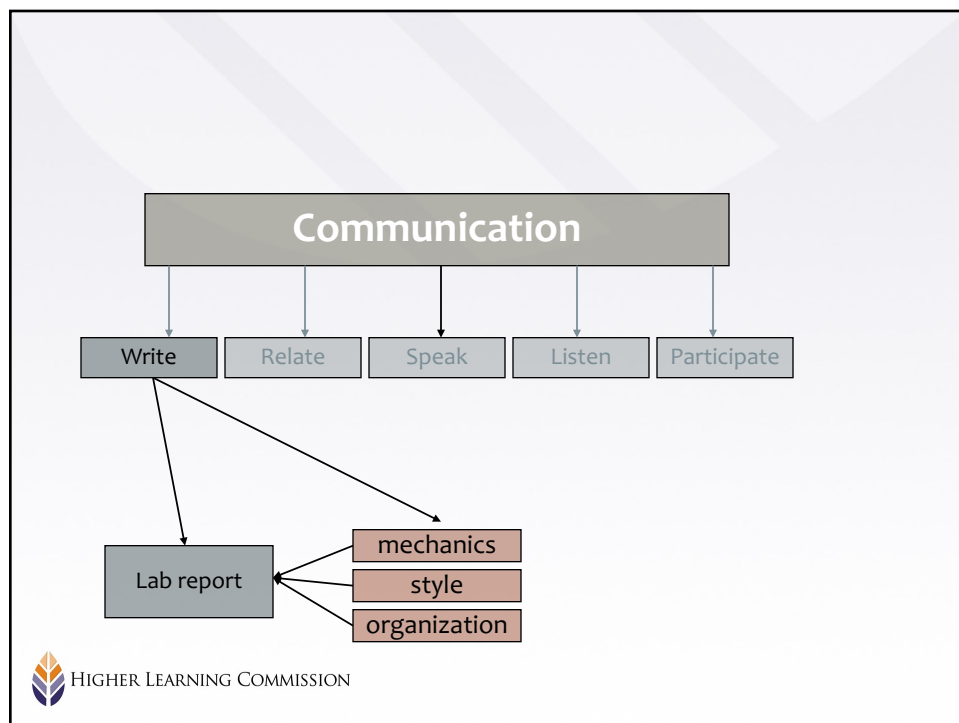
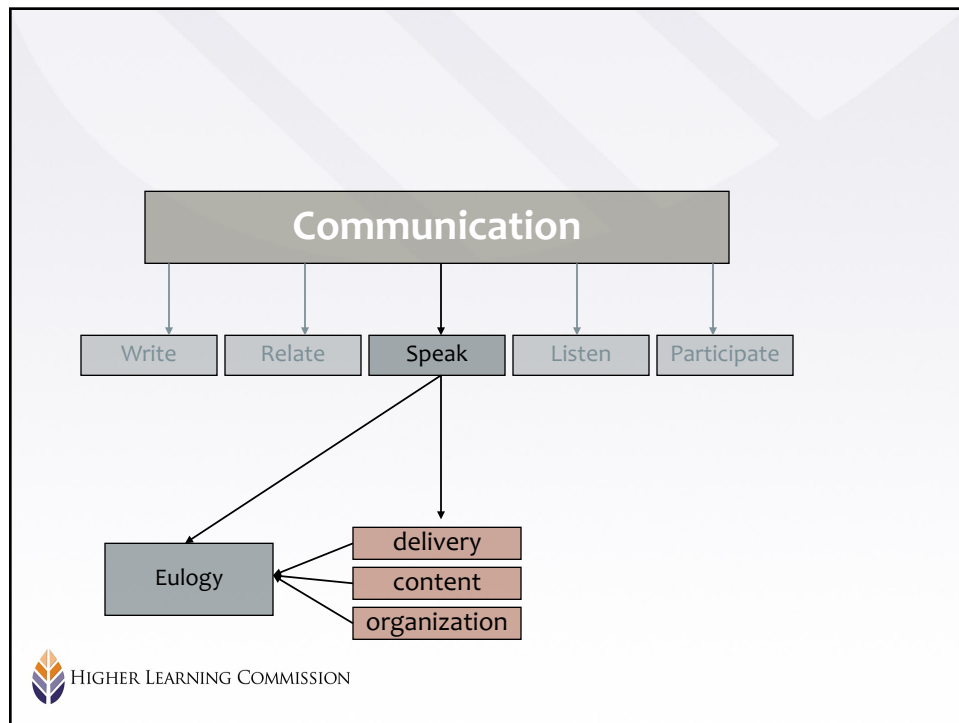


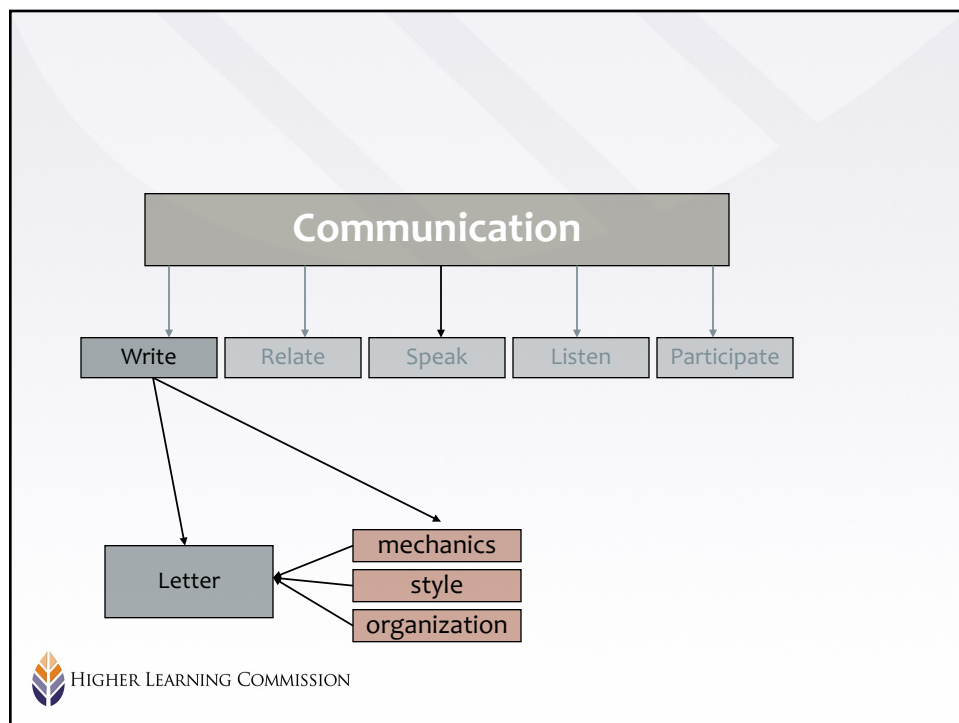
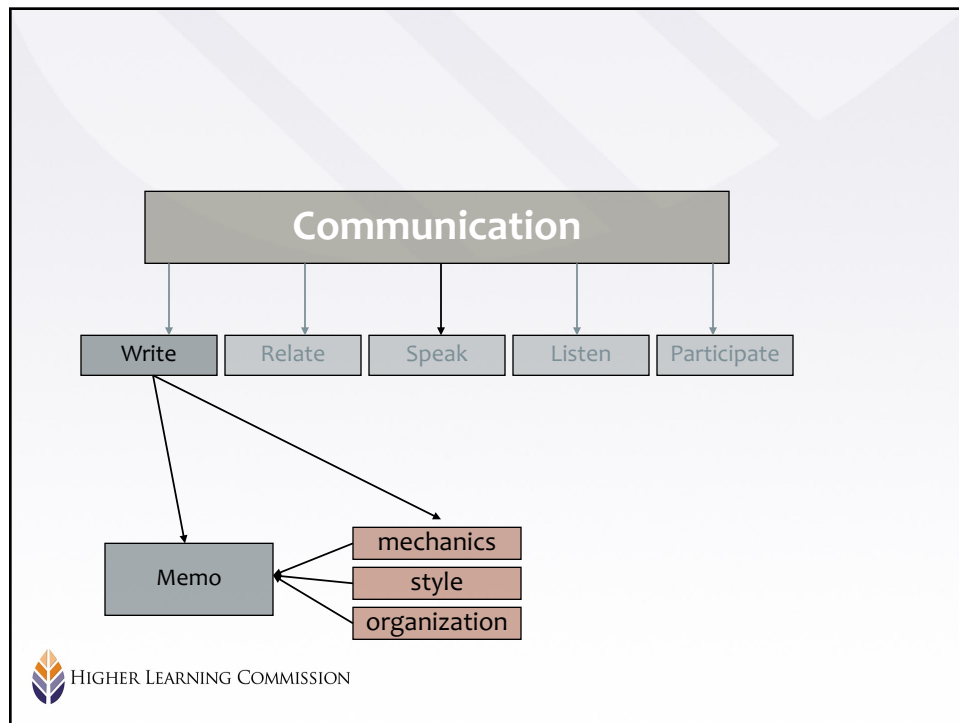












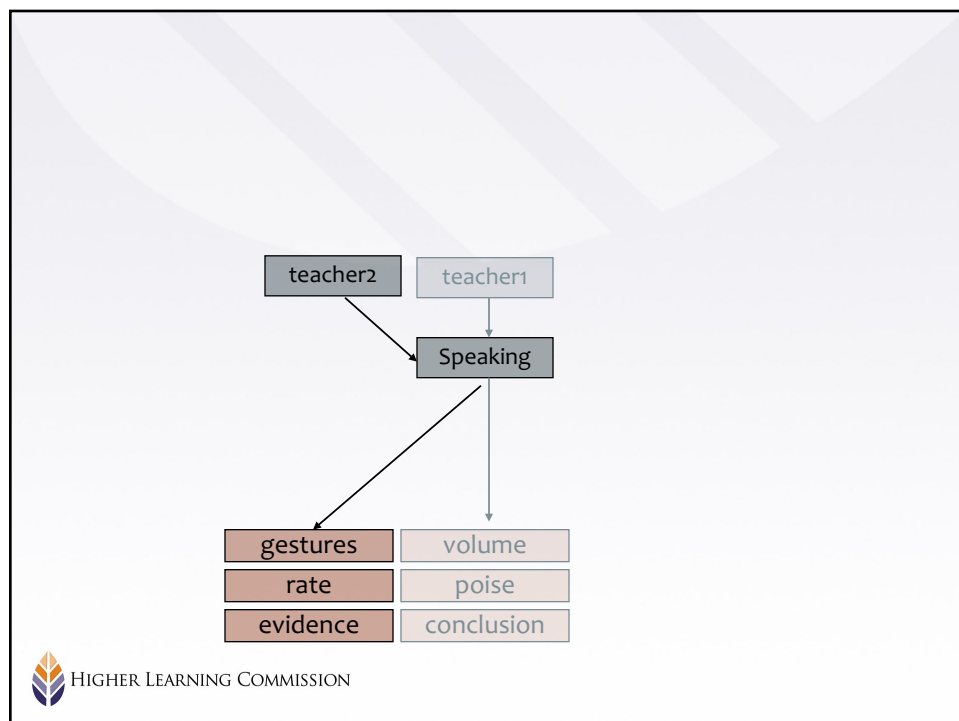
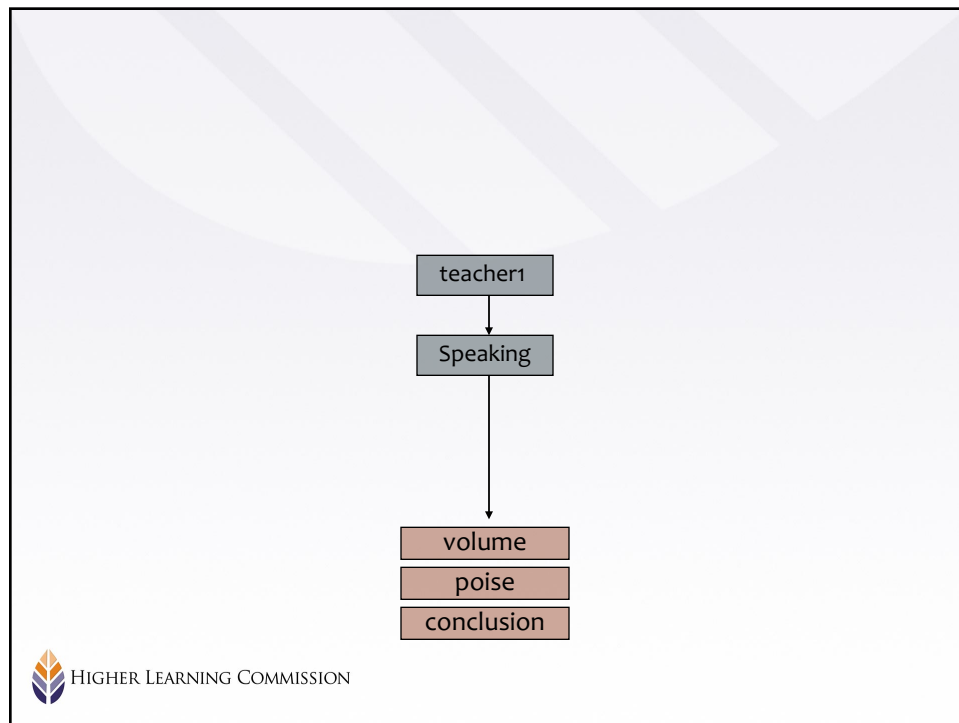
The Reality of Assessing Student Learning Outcomes

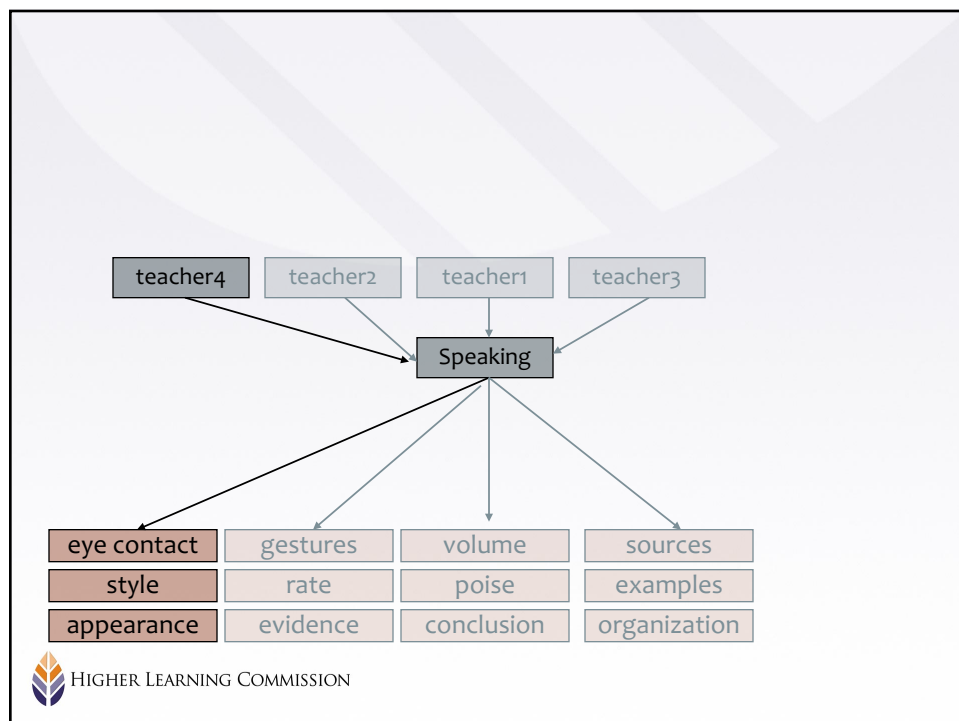
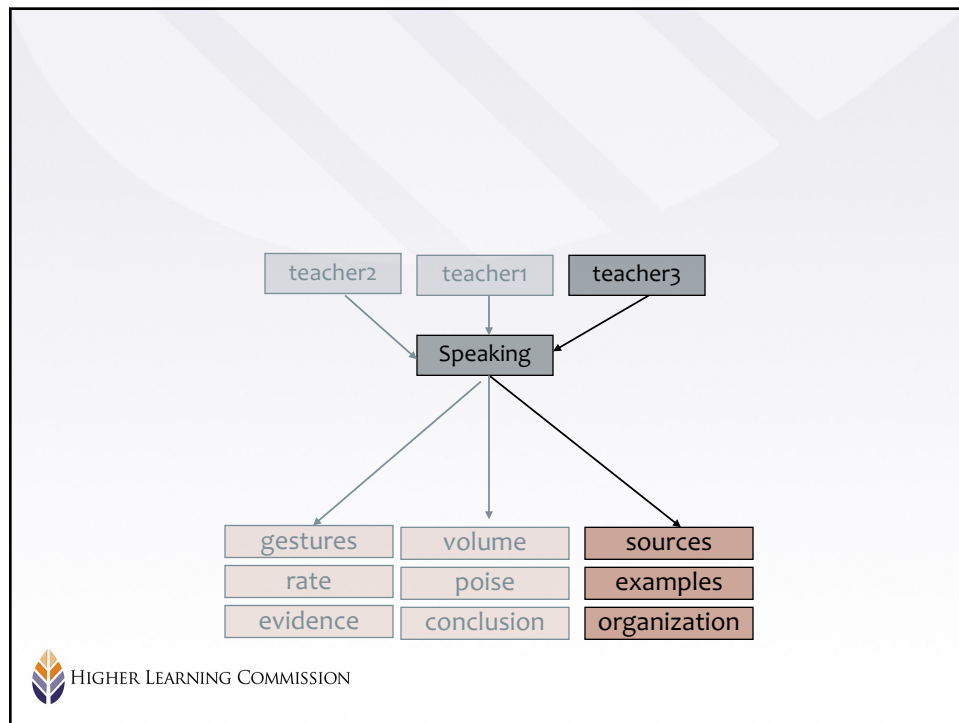
Why you need common definitions
(performance indicators)

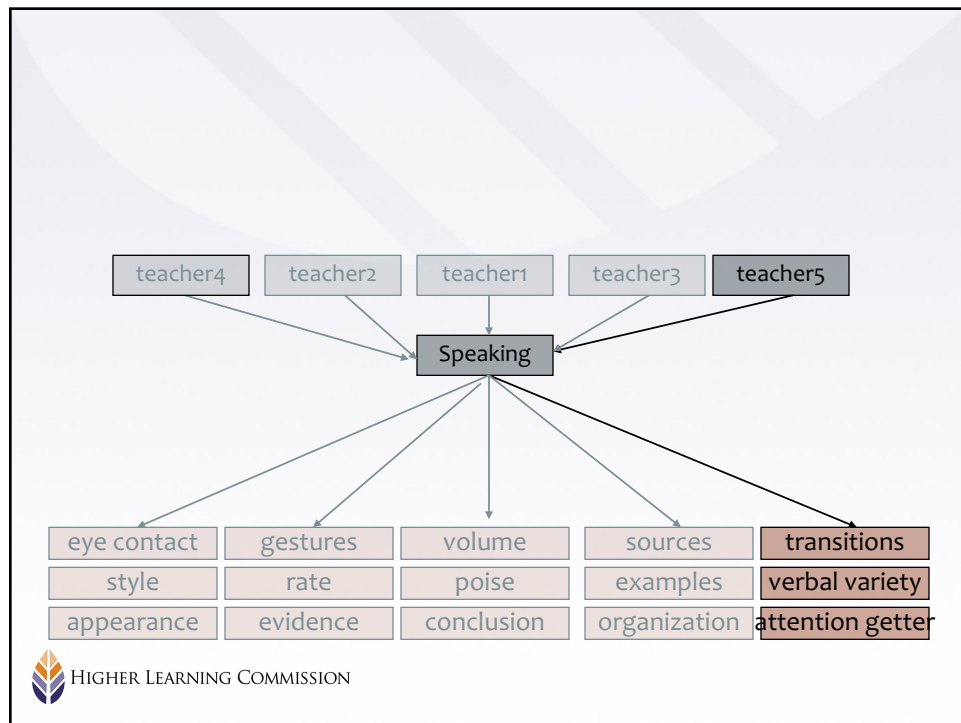


Speaking









Can our students deliver
an effective Public Speech?

eye contact	gestures	volume	sources	transitions
style	rate	poise	examples	verbal variety
appearance	evidence	conclusion	organization	attention getter

Can our students deliver an effective Public Speech?

eye contact	gestures	volume	sources	transitions
style	rate	poise	examples	verbal variety
appearance	evidence	conclusion	organization	attention getter

HIGHER LEARNING COMMISSION

Can our students deliver an effective Public Speech?

eye contact	gestures	volume	sources	transitions
style	rate	poise	examples	verbal variety
appearance	evidence	conclusion	organization	attention getter

HIGHER LEARNING COMMISSION

Meaningful Assessment

Assures that the curriculum supports the learning outcomes



Program Level
Student Learning
Outcomes



1

2

3

4

5

6

7

Program Level Student Learning Outcomes	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
↓										
1										
2										
3										
4										
5										
6										
7										

Program Level Student Learning Outcomes	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
↓										
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program Level
Student Learning
Outcomes

1xx 1xx 2xx 2xx 2xx 3xx 3xx 3xx 4xx Capstone

↓

1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Build a curriculum

Program Level
Student Learning
Outcomes

1xx 1xx 2xx 2xx 2xx 3xx 3xx 3xx 4xx Capstone

↓

1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program Level Student Learning Outcomes	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
↓										
1	X	X	X	X	X	X	X	X	X	X
2	X	X	X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X	X	X
6	X	X	X	X	X	X	X	X	X	X
7	X	X	X	X	X	X	X	X	X	X

Program Level Student Learning Outcomes	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
↓										
1	X		X		X			X	X	X
2		X	X	X						
3	X					X		X	X	
4										
5	X									X
6		X			X	X		X	X	
7		X			X	X			X	

Program Level Student Learning Outcomes

	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
1	K		A		A			A	A	S
2		K	A	S						
3	K					K		K	K	
4										
5	K									S
6		K			K	A		A	S	
7		S			A	A			S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Level Student Learning Outcomes

	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
1	X							X	X	X
2		X	X							
3										
4										
5	X									X
6		X			X		X	X		
7		X			X	X			X	

Analyze Curriculum

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Level Student Learning Outcomes		1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
↓	1	K		A		A			A	A	S
	2		K	A	S						
	3	K					K		K	K	
	4										
	5	K									S
	6		K			K	A		A	S	
	7		S			A	A			S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Level Student Learning Outcomes		1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
↓	1	K		A		A			A	A	S
	2		K	A	S						
	3	K					K		K	K	
	4										
	5	K									S
	6		K			K	A		A	S	
	7		S			A	A			S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Level Student Learning Outcomes		1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
↓	1	K		A		A			A	A	S
	2		K	A	S						
	3	K					K		K	K	
	4										
	5	K									S
	6		K			K	A		A	S	
	7		S			A	A			S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Level Student Learning Outcomes		1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
↓	1	K		A		A			A	A	S
	2		K	A	S						
	3	K					K		K	K	
	4										
	5	K									S
	6		K			K	A		A	S	
	7		S			A	A			S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Level Student Learning Outcomes		1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
↓	1	K		A		A			A	A	S
	2		K	A	S						
	3	K					K		K	K	
	4										
	5	K									S
	6		K			K	A		A	S	
	7		S			A	A			S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Level Student Learning Outcomes		1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
↓	1	K		A		A			A	A	S
	2		K	A	S						
	3	K					K		K	K	
	4										
	5	K									S
	6		K			K	A		A	S	
	7		S			A	A			S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Level Student Learning Outcomes	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
↓										
1	K		A		A			A	A	S
2		K	A	S						
3	K					K		K	K	
4										
5	K									S
6		K			K	A		A	S	
7		S			A	A			S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Level Student Learning Outcomes	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
↓										
1	K		A		A			A	A	S
2		K	A	S						
3	K					K		K	K	
4										
5	K									S
6		K			K	A		A	S	
7		S			A	A			S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

option cluster

Program Level Student Learning Outcomes	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
1	K		A		A			S	A	S
2		K	A	A			A			
3	K					K		A	S	
4		K			K			S		
5	K					K	A	S		S
6		K			K	K		A	S	
7		S			A	A		S	S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Program Level Student Learning Outcomes	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
1	K		A		A			S	A	S
2		K	A	A			A			
3	K					K		A	S	
4		K			K			S		
5	K					K	A	S		S
6		K			K	K		A	S	
7		S			A	A		S	S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Meaningful Assessment

Uses measurement tools that help identify areas where improvement is needed



Critical Thinking

Critical
Thinking

YES NO



Critical Thinking

Critical
Thinking

1 2 3 4 5 6 7 8 7 10

POINTS



HIGHER LEARNING COMMISSION

I would assess my ability to think critically as

- a. Excellent
- b. Very Good
- c. Average
- d. Below Average



HIGHER LEARNING COMMISSION

Rubric

Outcome:

Performance Indicators **Performance Characteristics**

Descriptions of
Student
Performance



HIGHER LEARNING COMMISSION

Meaningful Assessment

Recognizes that a single approach to
assessment may not work for all
programs



HIGHER LEARNING COMMISSION

Meaningful Assessment

The more you force **processes,**
formats, tools, rules...
 the less meaningful the
 assessment



Public Speaking	DEVELOPING	PROFICIENT	EXEMPLARY
organization			
content			
delivery			
eye contact			
rate			
evidence			
claims			
poise			
conclusion			
sources			
examples			
powerpoint			
transitions			
verbal variety			
attention getter			

Public Speaking	DEVELOPING	PROFICIENT	EXEMPLARY
organization			
content			
delivery			
eye contact			
rate			
evidence			
claims			
poise			
conclusion			
sources			
examples			
powerpoint			
transitions			
verbal variety			
attention getter			

Public Speaking	DEVELOPING	PROFICIENT	EXEMPLARY
organization			
content			
delivery			
<input type="checkbox"/> eye contact			
<input checked="" type="checkbox"/> rate			
<input checked="" type="checkbox"/> evidence			
<input type="checkbox"/> claims			
<input type="checkbox"/> poise			
<input checked="" type="checkbox"/> conclusion			
<input type="checkbox"/> sources			
<input type="checkbox"/> examples			
<input type="checkbox"/> powerpoint			
<input checked="" type="checkbox"/> transitions			
<input type="checkbox"/> verbal variety			
<input type="checkbox"/> attention getter			

Public Speaking		DEVELOPING	PROFICIENT	EXEMPLARY
<input type="checkbox"/>	organization			
<input type="checkbox"/>	content			
<input type="checkbox"/>	delivery			
<input type="checkbox"/>	eye contact			
<input type="checkbox"/>	rate			
<input type="checkbox"/>	evidence			
<input checked="" type="checkbox"/>	claims			
<input type="checkbox"/>	poise			
<input type="checkbox"/>	conclusion			
<input type="checkbox"/>	sources			
<input type="checkbox"/>	examples			
<input type="checkbox"/>	powerpoint			
<input type="checkbox"/>	transitions			
<input checked="" type="checkbox"/>	verbal variety			
<input checked="" type="checkbox"/>	attention getter			

Meaningful Assessment

Remembers the question to be answered

Questions about Learning

Have our students achieved the learning outcome?

How much did our students learn?

When should we be concerned about student learning?



Meaningful Assessment

Makes strategic choices about collecting data.



Meaningful Assessment

Just because you CAN doesn't mean
you SHOULD



Not....

Every outcome

Every class

Every student

Every semester

Every faculty member



Program Level
Student Learning
Outcomes

↓

	1xx	1xx	2xx	2xx	2xx	3xx	3xx	3xx	4xx	Capstone
1	K		A		A			S	A	S
2		K	A	A			A		S	
3	K		A		A	A		A	S	
4		K			A			S	S	
5	K		A			K	A	S		S
6		K			K	A		A	S	
7		S			A	A		S	S	S

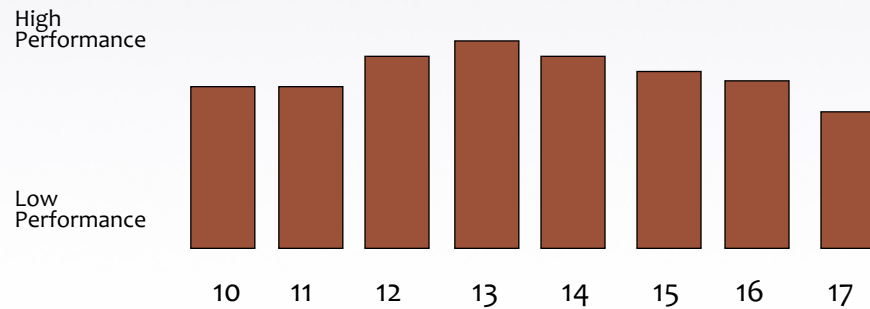
K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

Meaningful Assessment

Seeks patterns of evidence

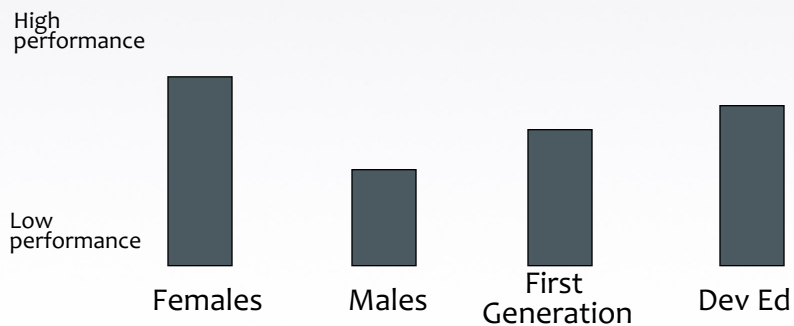
Consistency

How well are students performing on a program outcome measures?



Consensus

How well are students performing on a program outcome measure?



Distinctiveness

Are our students performing equally as well on all outcomes?



Meaningful Assessment

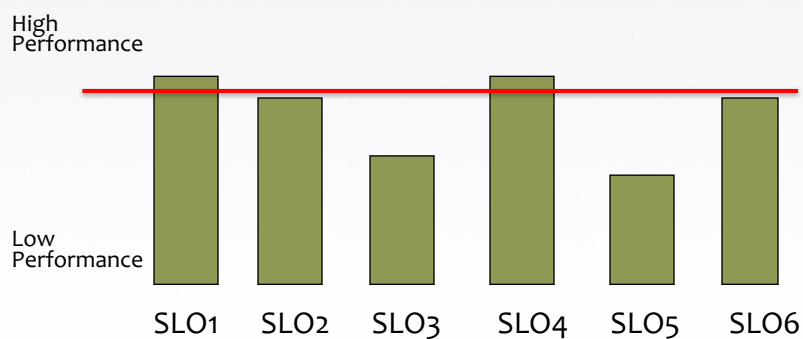
Is not afraid of the data



HIGHER LEARNING COMMISSION

Distinctiveness

Are our students performing equally as well on all outcomes?

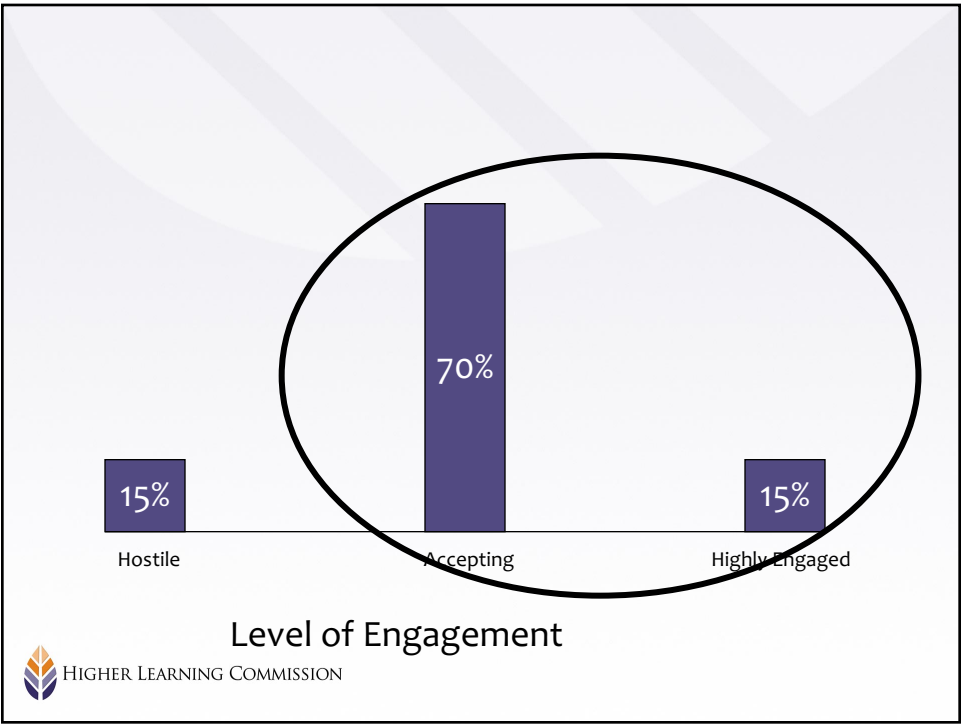
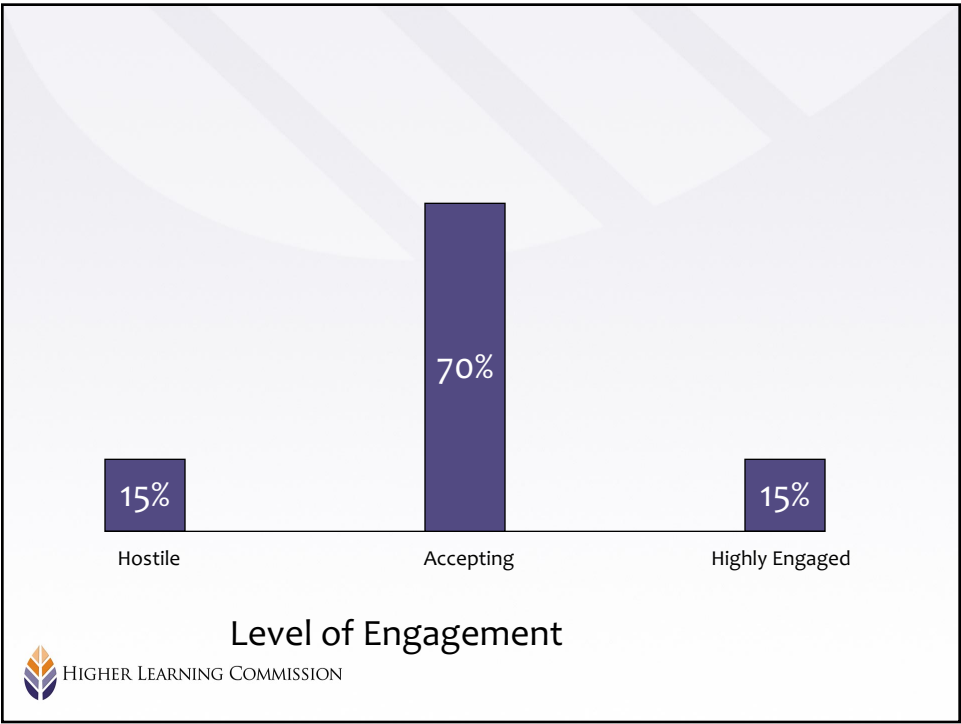


Meaningful Assessment

Engages faculty appropriately



HIGHER LEARNING COMMISSION



Engaging Faculty

Some faculty should be involved in:

- Assessment committee work
- Data collection
- Data analysis
- Outcome “champion”



Engaging Faculty

All faculty should be involved in:

- Affirming performance indicators for outcomes
- Mapping curriculum to performance indicators
- Reviewing results—at some level
- Implementing recommendations—at some level



Meaningful Assessment


Is about more than collecting data



You won't fatten a pig just by weighing it!



	17/18	18/19	19/20	20/21	21/22	22/23
Oral Communication	X					X
Written Communication		X				
Information Literacy			X			
Quant Literacy				X		
Critical Thinking					X	

 HIGHER LEARNING COMMISSION

Meaningful Assessment

Avoids the Black Holes of Assessment

The Black Holes of Assessment

Lack of
Follow up
Feedback
Acknowledgement
Designated leadership
Resources
Support



Meaningful Assessment

Follows through on assessment
results



Acting on Results

- Development
- Faculty, Staff, Student
- Infrastructure
- Policy, Process, Planning
- Curriculum
- Delivery
- Instructional Support



HIGHER LEARNING COMMISSION

Making Assessment Meaningful



HIGHER LEARNING COMMISSION