This book offers colleges and universities a framework and tools to design an effective and collaborative assessment process appropriate for their culture and institution. It encapsulates the approach that Peggy Maki has developed and refined through the hundreds of successful workshops she has presented nationally and internationally.

Peggy Maki starts with a definition of assessment as a process that enables us to determine the fit between what we expect our students to understand and be able to do, and what they actually demonstrate at points along their educational careers.

She then presents a framework—accompanied by extensive examples of processes, strategies, and illustrative campus practices as well as key resources, guides, worksheets, and exercises—that will assist all stakeholders in the institution to articulate, develop, and sustain assessment of student learning as an integral and systematic core institutional process.

This book presents inquiry into student learning as a core process of institutional learning—a way of knowing about our work—to improve educational practices. Becoming learning organizations themselves, higher education institutions deepen understanding of their educational effectiveness by examining the various ways in which students make their learning visible.

Here is a process that any campus can adapt and use to engage all its constituencies—institutional leaders, faculty, staff, administrators, students, and everyone involved in governance—in constructive dialogue to forge a vision about, and commitment to, a culture of evidence.
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   - Institutional principles of commitment
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   - Rochester Community and Technical College
   - University of Portland

   Additional Resources

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Institutional Examples:
- Indiana University-Purdue University Indianapolis
- Portland State University
- Rose-Hulman Institute of Technology
- United States Naval Academy
- University of Wisconsin-River Falls

Additional Resources