

Intersection



Why we are here...

By Robert Munhenk, AALHE Past President

During the years when American Association for Higher Education (AAHE) Assessment Forum flourished, practitioners could learn from others what worked and what didn't in a wide variety of institutional contexts. The Forum brought together professionals in Institutional Research, Academic Affairs, and Student Affairs who were interested in learning more about assessing learning from one another. Administrators, faculty, and other higher education professionals mingled with a common purpose, to develop more effective strategies in assessing student learning, if not a common point of view. And it was this mixture of common purpose and different perspectives that made the experience of the Forum so rich. Researchers learned from professors, who learned from Student Affairs professionals, who learned from administrators, who learned from researchers.

When AAHE closed in 2005 that happy mixture of practitioners disappeared. While there has been extraordinarily good work in assessment since 2005 from such organizations as AAC&U, AIR, and NASPA, that worked has been focused by their missions and their constituencies. There has not been a site for cross-pollination of ideas and practices in assessment since AAHE's closing.

The Association for the Assessment of Learning in Higher Education (AALHE) was designed as an organization for assessment practitioners, whatever their institutional function or affiliation. AALHE is attempting to be an ongoing, almost diurnal source of information and support for assessment practitioners. Its redesigned website will be a resource for assessment professionals, providing tools, resources, and scholarship. Although has already had two annual face-to-face conferences, its website is deliberately being designed to be an ongoing virtual conference, allowing for interactivity among practitioners through various interactive communities, including the ASSESS listserv, as well as webinars and other interactive features. Thus the association can be used by its membership as a medium to collaborate on ways deal with issues as they emerge on campus (through the interactive media) as well as source of ongoing professional development.

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Third Annual AALHE Annual Conference

June 3-5, 2013 in Lexington, Kentucky

Visit: <http://aalhe.org/content/third-annual-assessment-conference-2013>

See page 3 for more information

About our members...

By Shari L. Jorissen, EdD, PhD
 Director of Assessment, Walden University



The AALHE Membership Committee conducted a survey of current and past members during March 2013 to find out more information about the backgrounds and professional needs of its constituents.

How can I get involved?

Newsletter

We need contributors and an editorial staff

Webinars

Be involved in planning and organizing a series of assessment practitioner webinars

LinkedIn Group

Coordinator/
 Facilitator and initial contributors needed

Assessment in 2

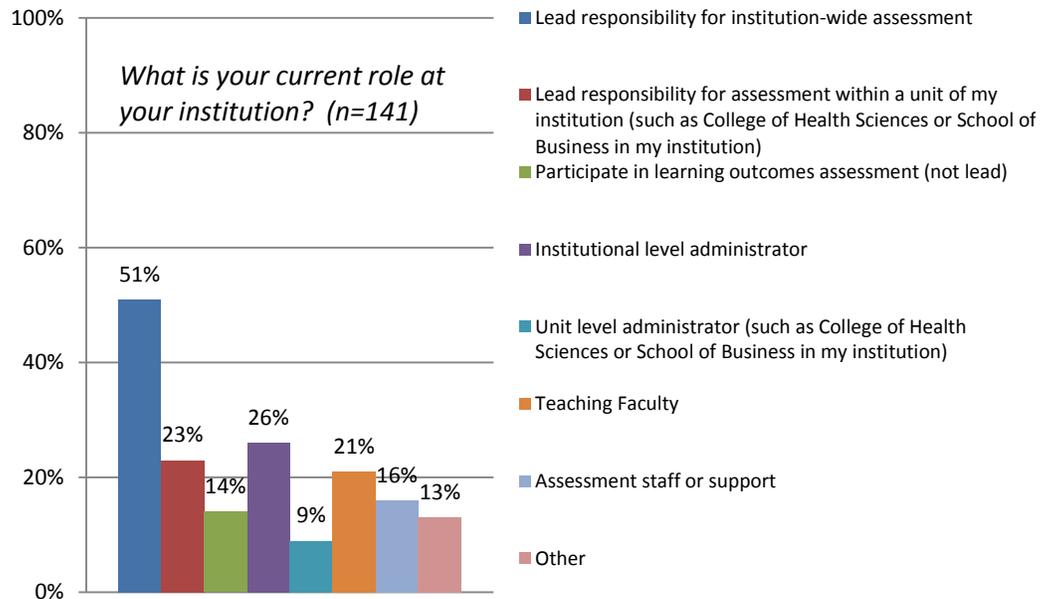
Two minute "YouTube" like video series for our members

Coordinator/
 Producer/
 Instructional Designer &
 Contributors needed to design content and produce videos

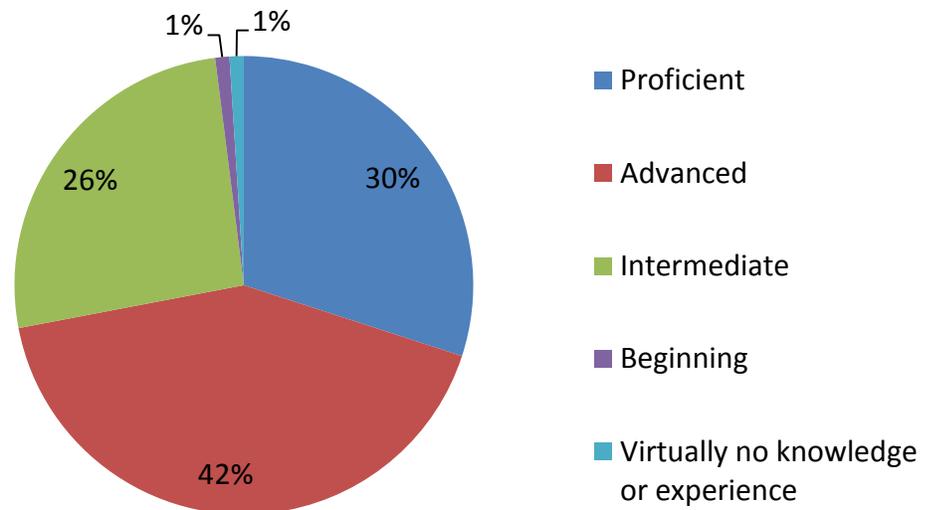
Contact:

Info@AALHE.org

to volunteer or ask questions



The majority of our members who replied to the survey are consider their currently knowledge/skill level in regards to learning outcomes assessment to be *Proficient* or *Advanced* (72%; n=141).



How would you rate your current knowledge/skill level in regards to learning outcomes assessment? (n=141)

Keynote Address

Why Are We Assessing? Linda Suskie



With all the focus on accreditation and accountability, it's easy to lose sight of the true purpose of assessment:

helping our students get the best possible education. How can we get back on track? Linda Suskie will briefly review the history of the assessment movement, speculate about the future, and offer some thoughts on how to focus assessment on its fundamental role as a natural, implicit part of the teaching-learning process.

Linda Suskie is an internationally recognized consultant, writer, speaker, and educator on a broad variety of higher education assessment and accreditation topics. Her latest publication, the second edition of *Assessing Student Learning: A Common Sense Guide* (Jossey-Bass, 2009) ranks consistently as one of the top-selling books on assessment in higher education.

Plenary Session

Connecting Scholarly Teaching & Assessment of Student Learning: Reframing the Assessment Conversation. Dr. Janice Denton



It is time to get together and "rethink what we thought." If what we are doing at our institutions is not producing the commitment to and focus

on student learning we want, then how can the work be reframed? One way to do this is to bring faculty together to talk about and work on *scholarly teaching*. This approach results in a space being created where the focus is on student learning and the organization of the conversation is something faculty can relate to.

Janice Denton is Professor and Head of the Chemistry Department at the University of Cincinnati Blue Ash College. She has presented workshops and papers at regional and national assessment and teaching conferences and has worked with faculty on student learning and classroom-based assessment at many colleges and universities across the country.

Plenary Session

How Will New Political Pressures Reshape Our Thinking About Quality, Competencies, Learning Outcomes, & Accreditation? Dr. James Anderson



Many of the emerging challenges associated with campus-based assessment effectiveness have become political, politically driven, or these challenges address a

new set of questions. Assessment practitioners must align with institutional effectiveness staff and faculty in more productive ways to answer these questions. Assessment practitioners must also address the new politics of assessment associated with the emerging MOOC's.

James Anderson serves as Chancellor and Professor of Psychology at Fayetteville State University. He is active in professional, civic, and higher-education organizations. Anderson's research and writing has focuses on the assessment of student learning, the impact of diversity on student learning, retention, and overall institutional effectiveness.

AALHE Third Annual Assessment Conference

Monday June 3rd
through Wednesday
June 5th, 2013

Registration Fees
(after April 13th)

Members
Regular: \$285
Graduate Student: \$240

Non-Members
Regular: \$405
Graduate Student: \$330

Hotel Reservations
(Rate through May 2nd)

\$109 per night
plus state/local tax

Hilton Lexington Hotel
369 West Vine Street
Lexington, KY 40507
1-859-231-9000

Visit:
<http://aalhe.org/content/third-annual-assessment-conference-2013>



Why we are here... *continued from page 1*

In this respect, AALHE is truly an association of assessment professionals, whatever their institutional titles. Its success will depend on its members' engagement with one another in the solution of common problems and the development of common practices. Practice-oriented and –driven, it provides its members with the tools and information that they need to be effective practitioners, using the resources of other practitioners to do so. Unlike most other associations, AALHE will be very light on staffing (right now, all work is being done by volunteers, with extraordinary support from the University of Kentucky, which has provided AALHE with a virtual and physical home) and other overhead. In almost every respect, its members are its staff, and its success will be evident in their mutual learning and teaching.

Assessment may never develop as a single, coherent entity but AALHE has been developed to give it as much coherence or coordination as possible, through the efforts of its members. How assessment practice affects and informs the improvement of learning—and the improvement of assessment practice—is our common agenda. Within AALHE we can learn from and energize one another, whatever our roles or functional areas on campus. Within AALHE we can dedicate ourselves to improving learning.

AALHE

Association for the
Assessment of
Learning in Higher
Education

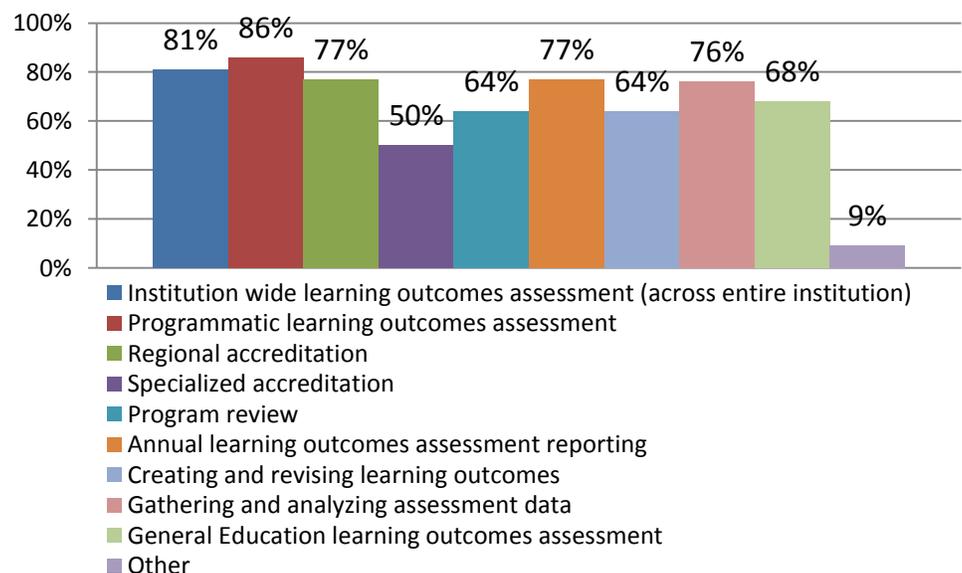
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See us at:

www.aalhe.org

About our members... *continued from page 2*

What processes related to learning outcomes assessment do you participate in at your institution? (n=139)



Comments? Questions? Ideas?

About AALHE Please contact: Info@AALHE.org

About the AALHE Newsletter Please contact: Shari L. Jorissen (shari.jorissen@waldenu.edu)