

ASSESSMENT MATTERS

ASSOCIATION FOR THE ASSESSMENT OF LEARNING IN HIGHER EDUCATION

AAHLE <http://www.aalhe.org/>

AALHE is a professional association for assessment practitioners at colleges, universities, and higher education support

organizations. It provides resources and a forum to support assessment practitioners' professional development and the research, documentation, open discussion of issues, strategies, policies, and processes associated with the use of assessment to improve student learning and institutional effectiveness in fostering student success. The association supports the generation of theory and information about effective assessment.

**PROMOTING ASSESSMENT
FOR LEARNING**

AAHLE MISSION

WHAT CAN AAHLE DO FOR YOU?

Conference Proceedings

All Conference presentations are eligible for inclusion in the conferences proceedings. The Proceedings of the AALHE Conference serve several important functions:

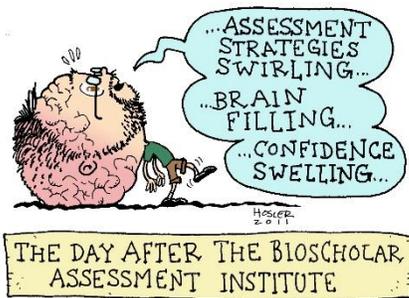
- it allows Conference participants who are unable to attend to have materials on the topic,

- it is a rich resource for all who are interested in assessment in higher education,
- it provides best practices shared by member institutions at the AALHE Conference.

The **AALHE annual conference** provides professional development for assessment practitioners in higher education and is one of the best resources for advanced assessment practitioners. AALHE is consistently heralded as the best opportunity for assessment networking. No matter their institution type – small, large, public, or private – attendees always leave the conference with many new assessment colleagues.

Assess Listserve

Open to anyone who has an interest in assessment, this list serve allows robust conversations and practices about assessment to be shared, critiqued, and commented upon. These conversations are categorized and archived for future reference.



Emerging Dialogues

Short dialogues written by everyday faculty on related topics around assessment. Some example titles:

- [Meaning and usage of “assessment” \(Part II\): Are you assessing or evaluating?](#)
- [Grades, SLOs, or a Commitment to Learning](#)
- [Should Students Be Able to Show What They Know?](#)

Intersection

The *Intersection* is the AALHE's quarterly publication. It features events and news within the Organization and short articles and interviews on the practice of assessment in higher education.

DESIGNING MULTIPLE ASSESSMENT METHODS TO CAPTURE THE COMPLEXITY OF STUDENT LEARNING ELIZABETH OWOLABI, Concordia University Chicago

Abstract from the AAHLE 2017 Conference Proceedings

Learning assessment is a context and culture based process. A sustainable assessment process requires that institutions deliberately establish a clear vision for learning, plan, execute, and be intentional in using assessment results to improve teaching and learning. Assessment of student learning is a two prong approach; one that focuses on meeting the criteria for accreditation and the other that focuses on the principles of continuous improvement. The two are not mutually exclusive. The presenter discussed multiple methods of learning assessment to effectively capture the complexity of learning and provided guidelines for a sustainable culture of assessment. Some of these include: direct and indirect evidence of student learning; qualitative, quantitative and mixed methods; formative and summative assessment. Multiple methods of assessing learning are advantageous because the limitations of one method will be compensated for with the use of another method. (page 23)

To read the entire paper and for more interesting information regarding outcomes assessment, you can refer to the entire proceedings [here](#).



IF YOU HAVE ANY AREAS OF ASSESSMENT YOU WOULD LIKE TO SEE COVERED IN A NEWSLETTER, PLEASE SEND THEM TO EVM@EMAIL.ARIZONA.EDU