



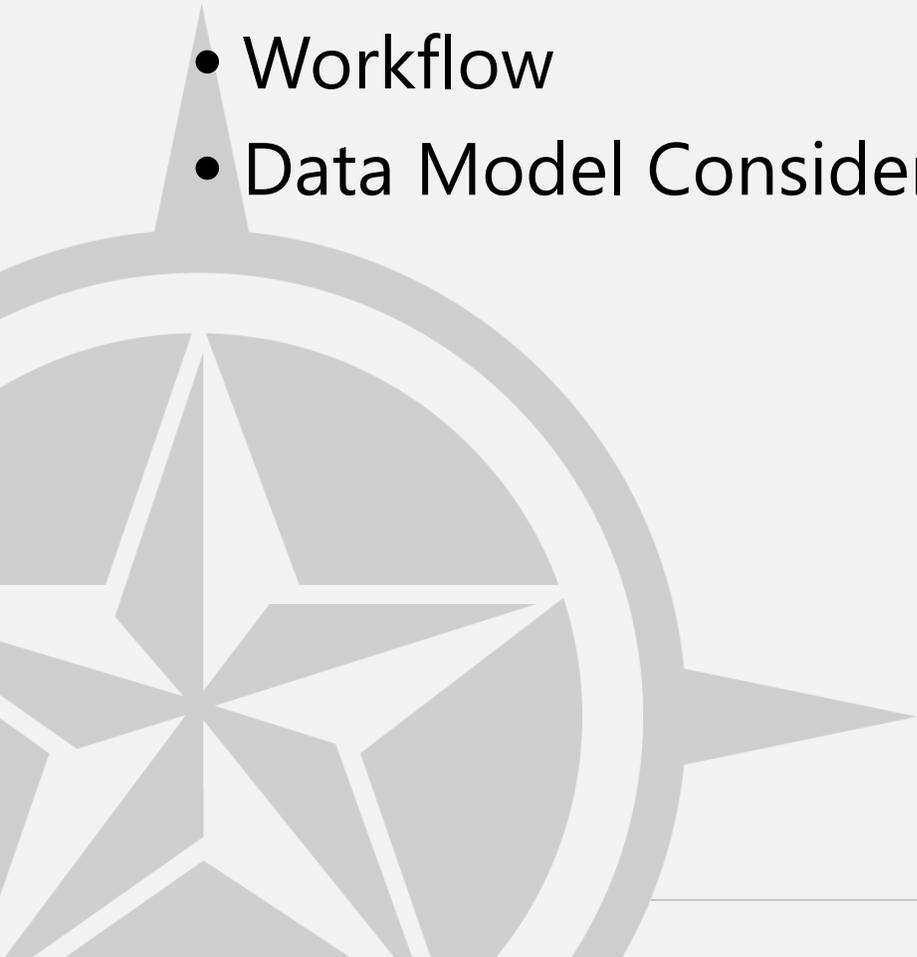
An Assessment Process that Faculty Love

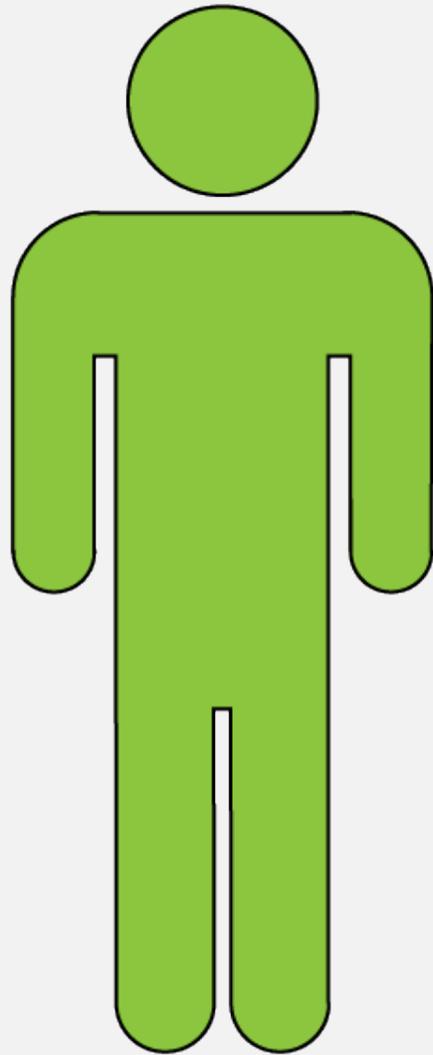
Thursday, February 26, 2026

By: Douglas Walcerz, Ph.D., Provost, Lee College

Agenda

- Conceptual Framework
- Workflow
- Data Model Considerations





Graded Assignment

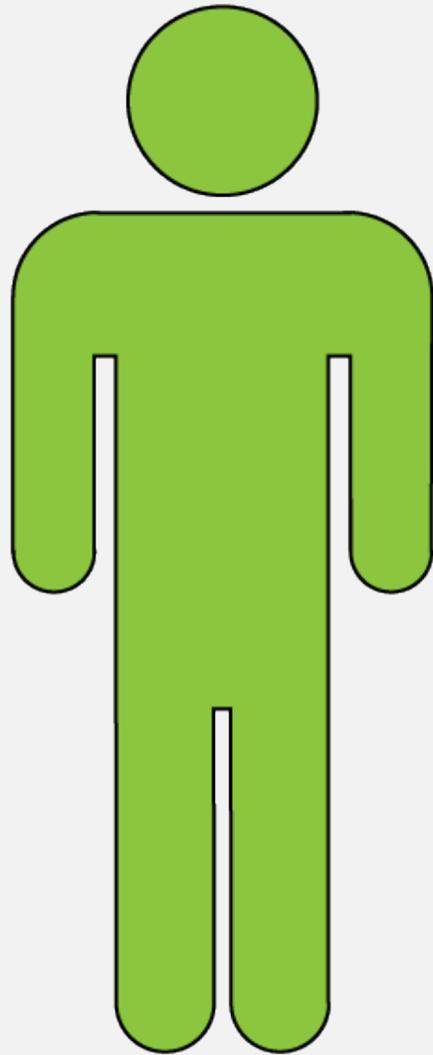
85/100

Essay

35/50

Quiz #4





**Graded
Assignment**

85/100
Essay

35/50
Quiz #4

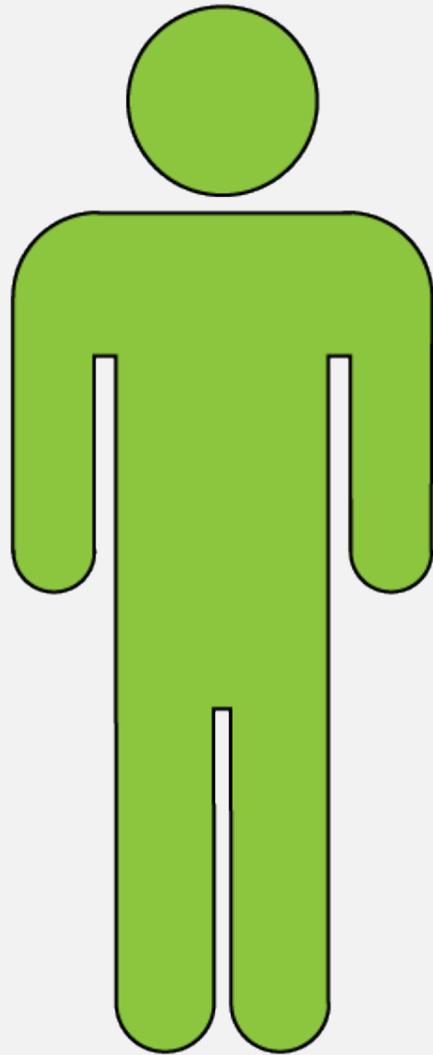


**Course
Learning
Outcome**

**Persuasive
Essay**

**Use
Logic**





Graded Assignment

85/100
Essay

35/50
Quiz #4

Course Learning Outcome

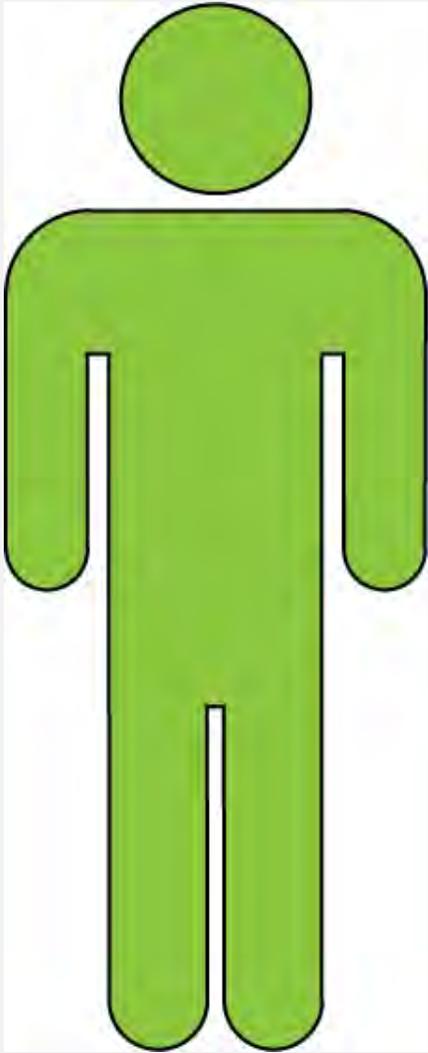
Persuasive Essay

Use Logic

Program Learning Outcome

Communication Skills

Critical Thinking



ENGL 1301
Critical Think 78/100

Goal 2:
3
T
P

Goal 1:
50/50
TERM
PAPER

HIST 2385
Civil War 85/100

Goal 2:
4
F
PR

Goal 1:
92/100
FINAL
PROJECT

MATH 1332
Emp Math 100

Goal 3:
3
F
E

Goal 2:
40
F
E

Goal 1:
47/50
FINAL
EXAM

PSYC 1309
Comm 100/100

Goal 2:
1
T
P

Goal 1:
68/75
TERM
PAPER



Degree Program “Grade Book” for Student Learning

Business Xfer Students	Critical Thinking	Cultural Competence	Empirical & Quantitative	Communication
Student #1	78 	85 	71 	100 
Student #2	71 	76 	70 	93 
Student #3	76 	94 	92 	98 

Performance Reporting

Terms

2240 ✕ 2242 ✕

Business Xfer Program Group

Award Type AA

Student Status

Declared Students

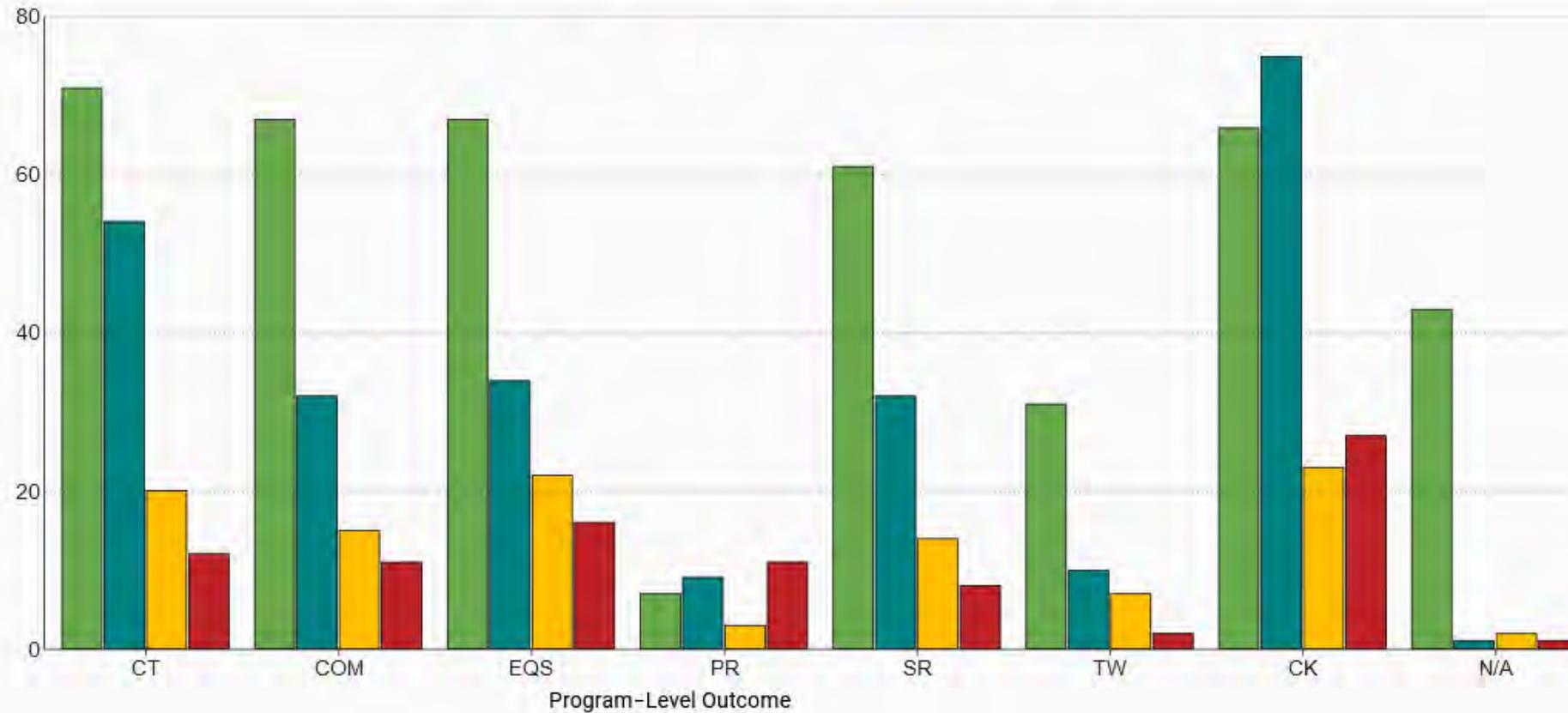
Program-Level Outcomes

Curriculum Matrix

Course-Level Outcomes

📄 Export

Exceeds █ Meets █ Approaches █ Below █





Faculty Workflow

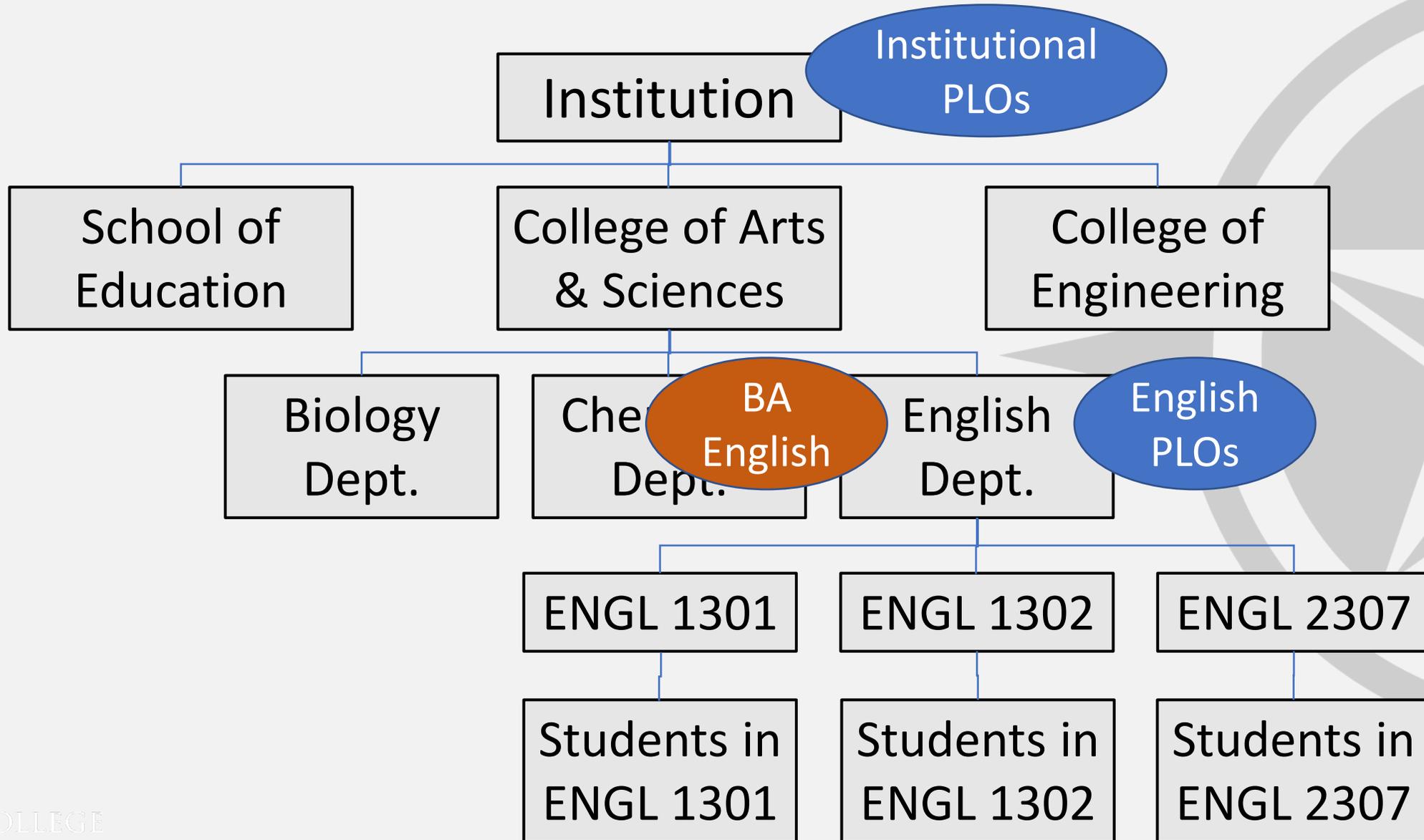




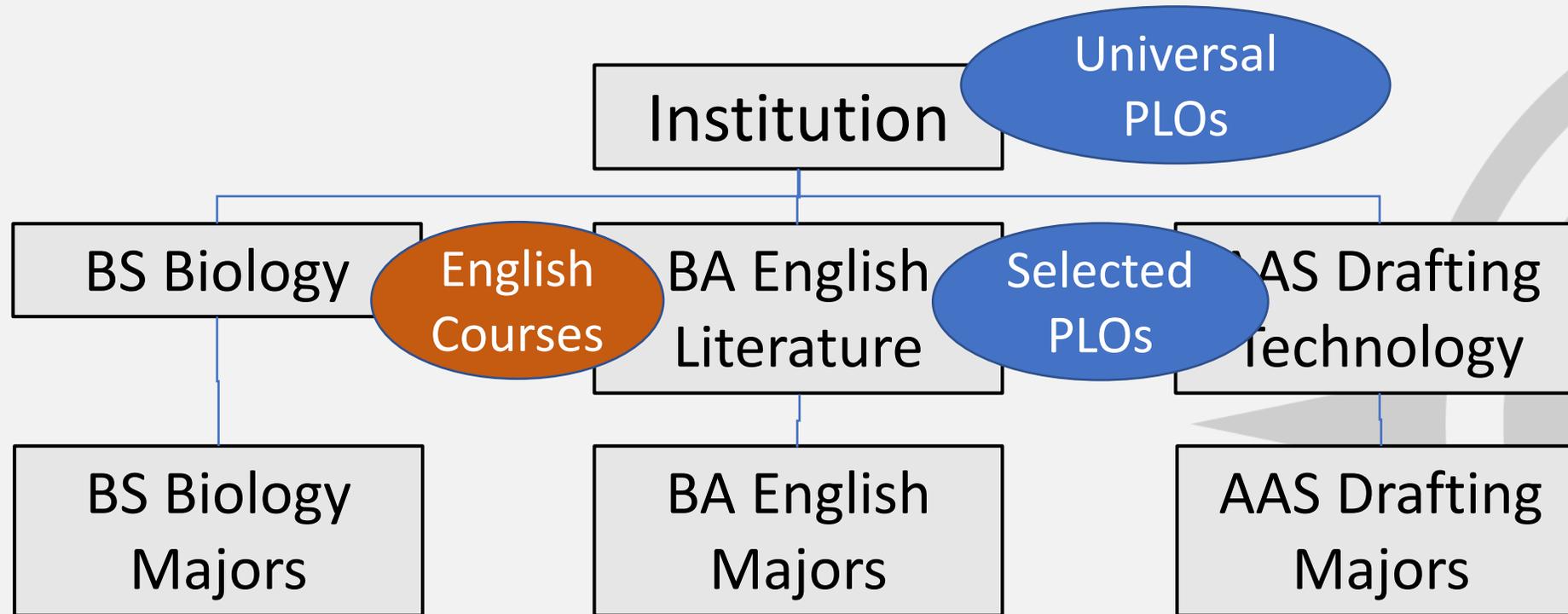
Assessment Reports



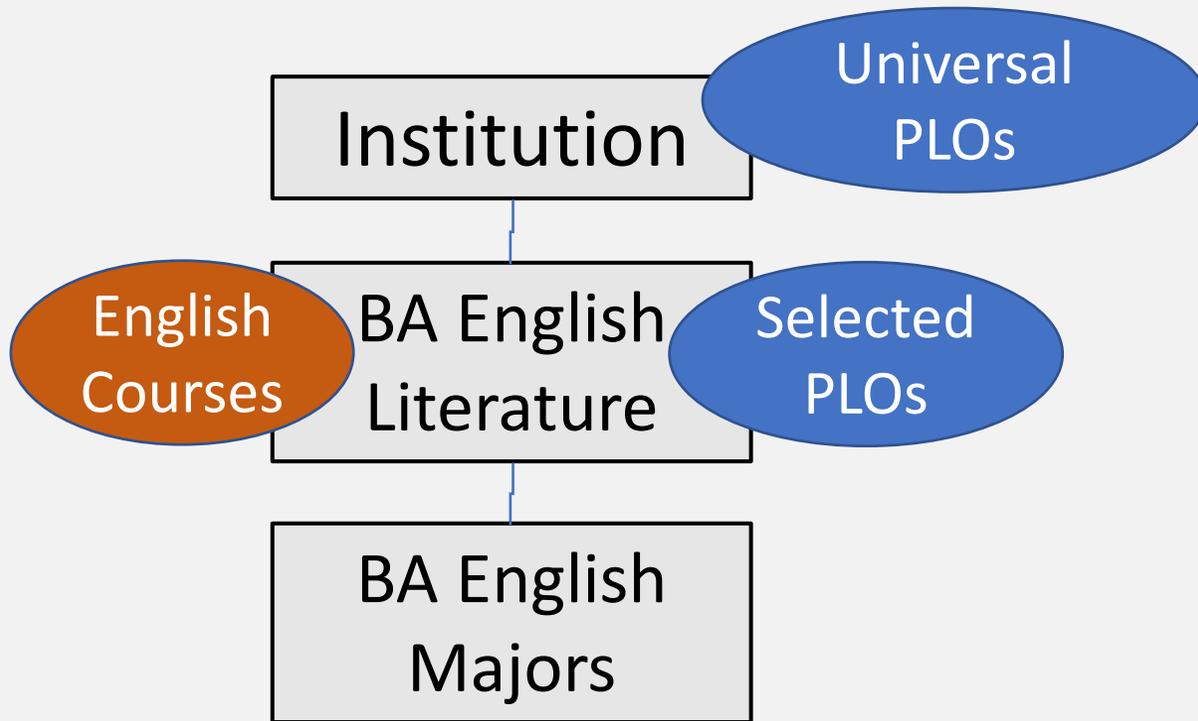
Conventional (wrong) Structure



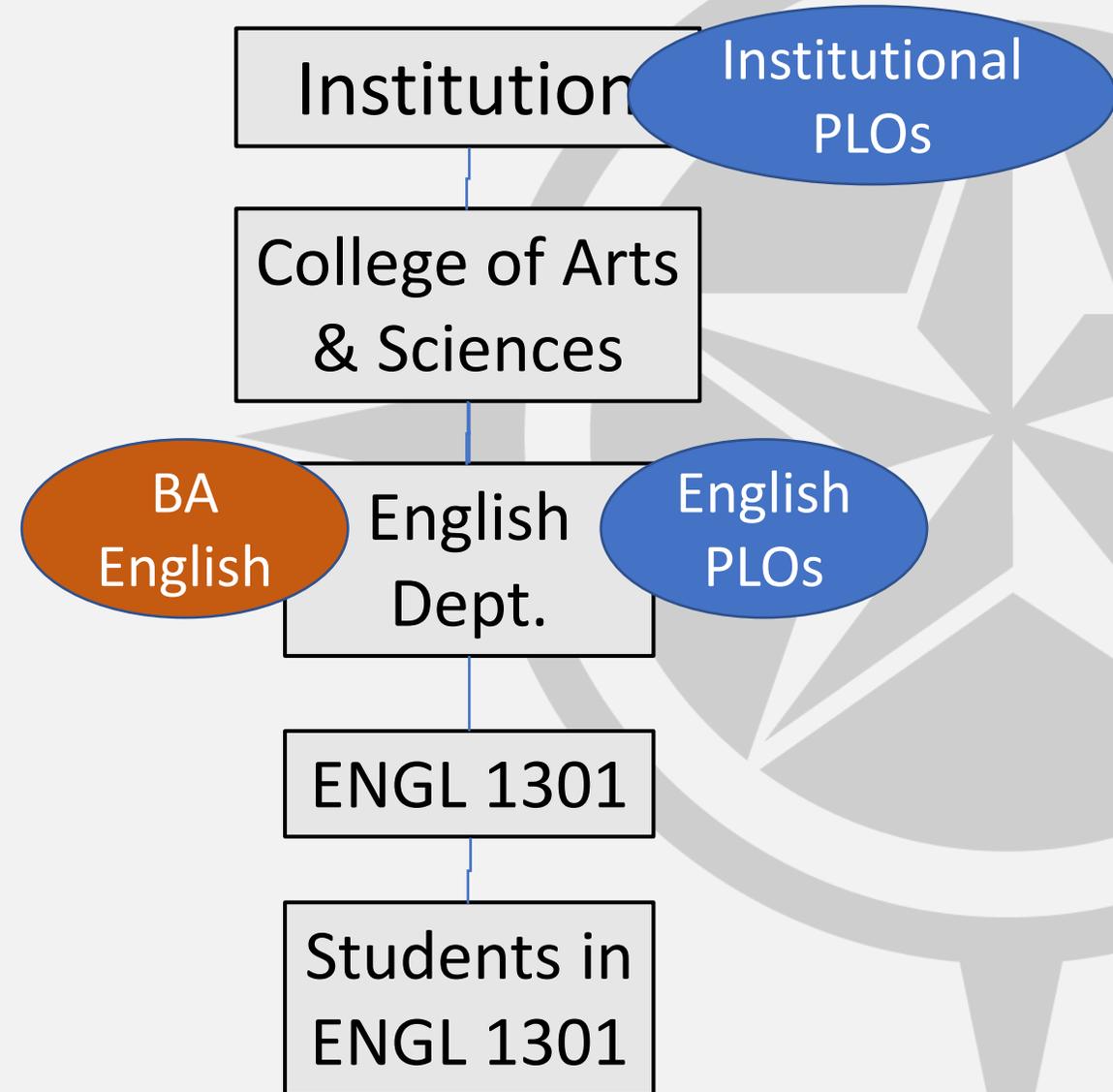
Proper Structure



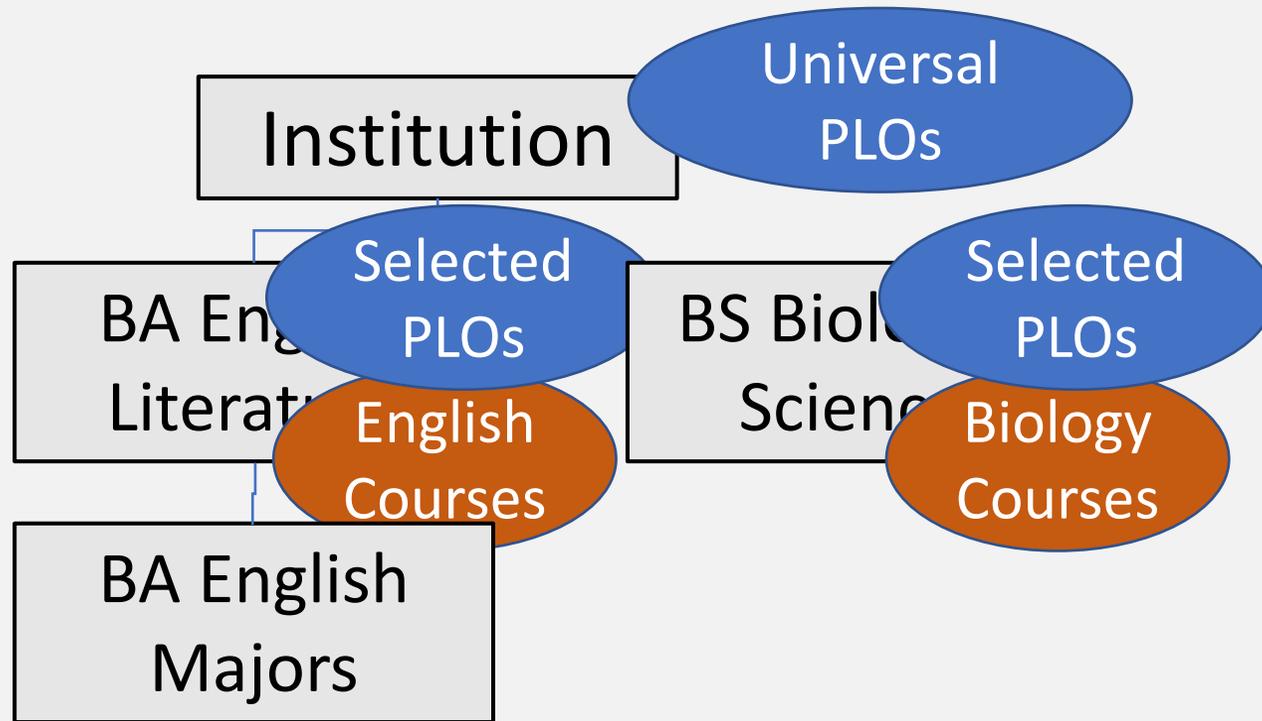
Proper Structure



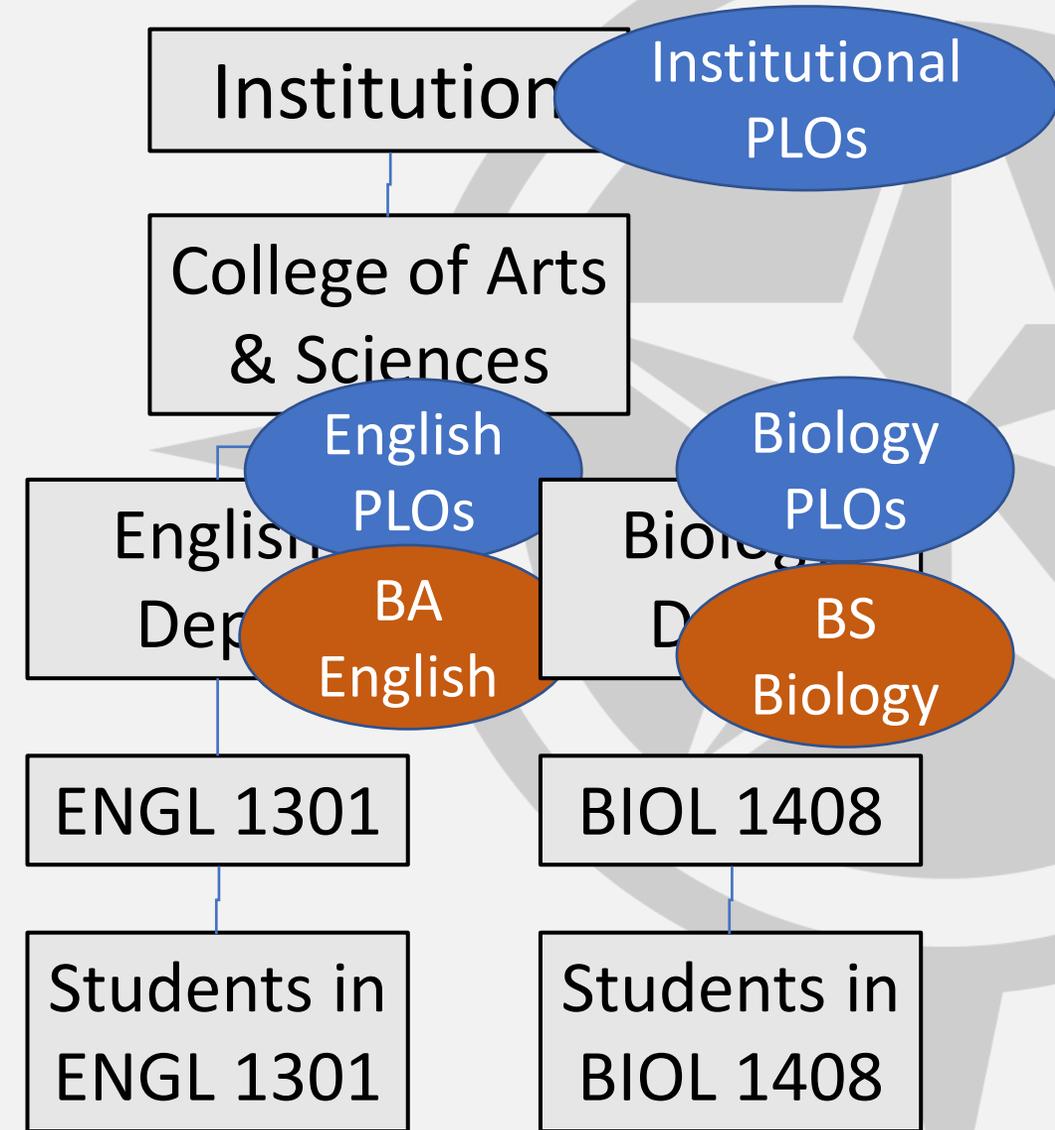
Conventional Structure

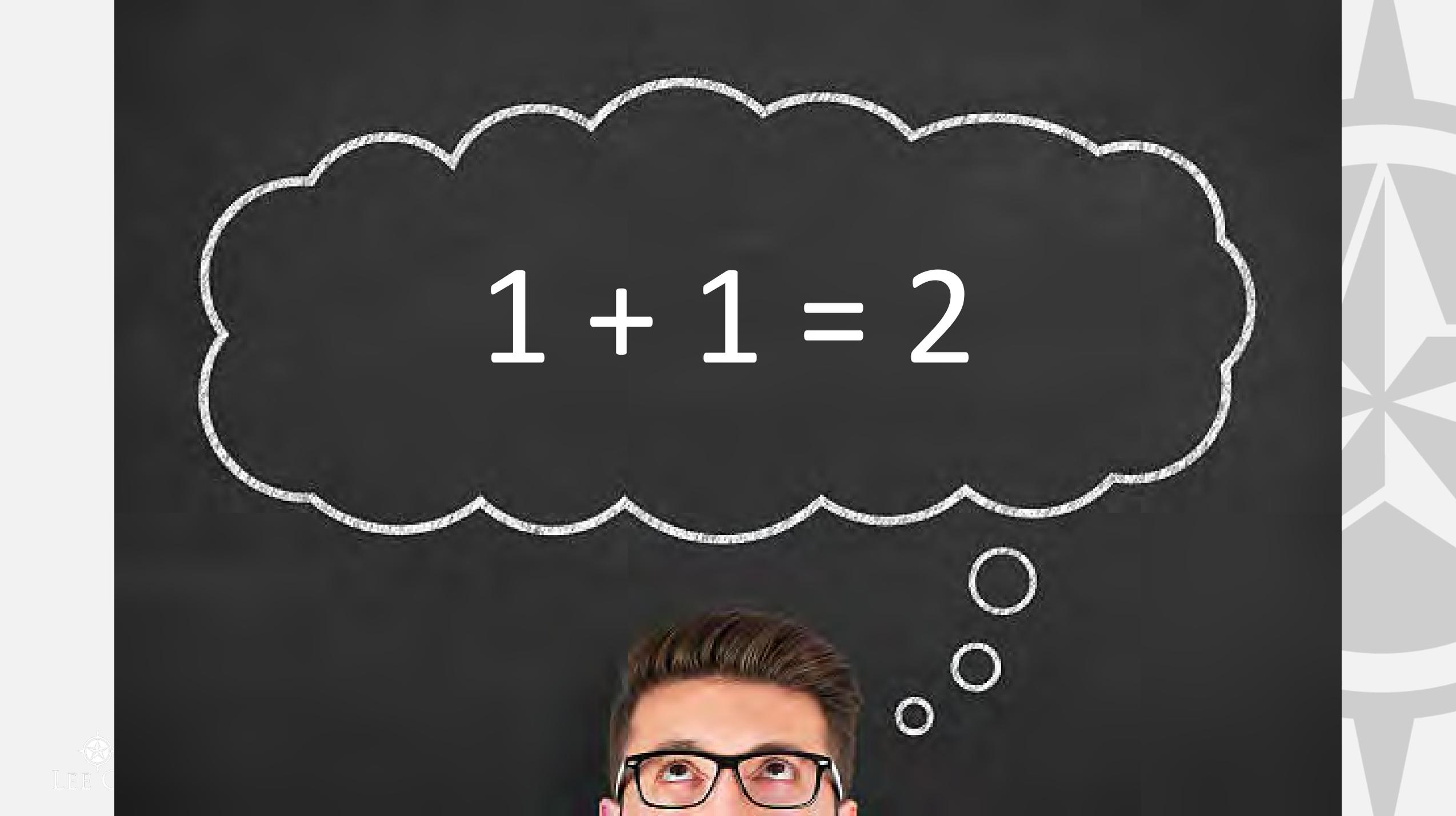


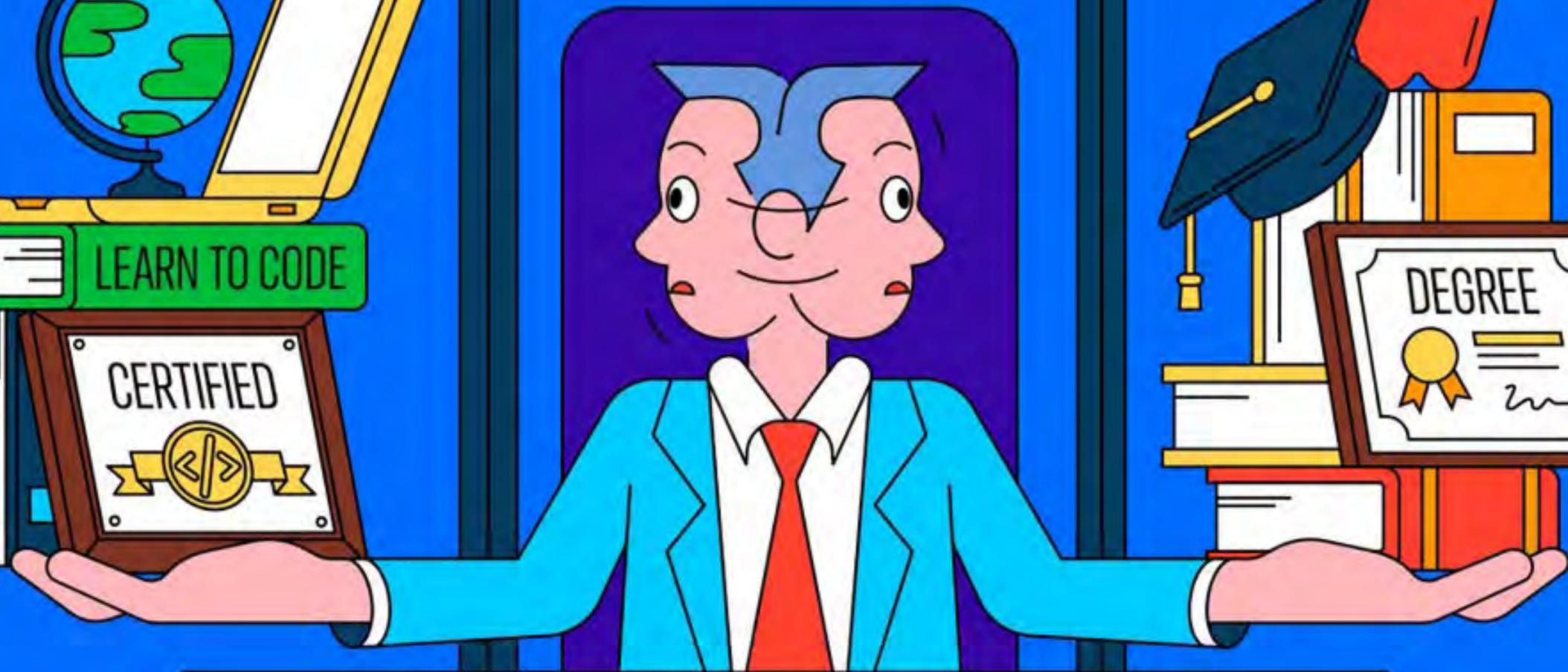
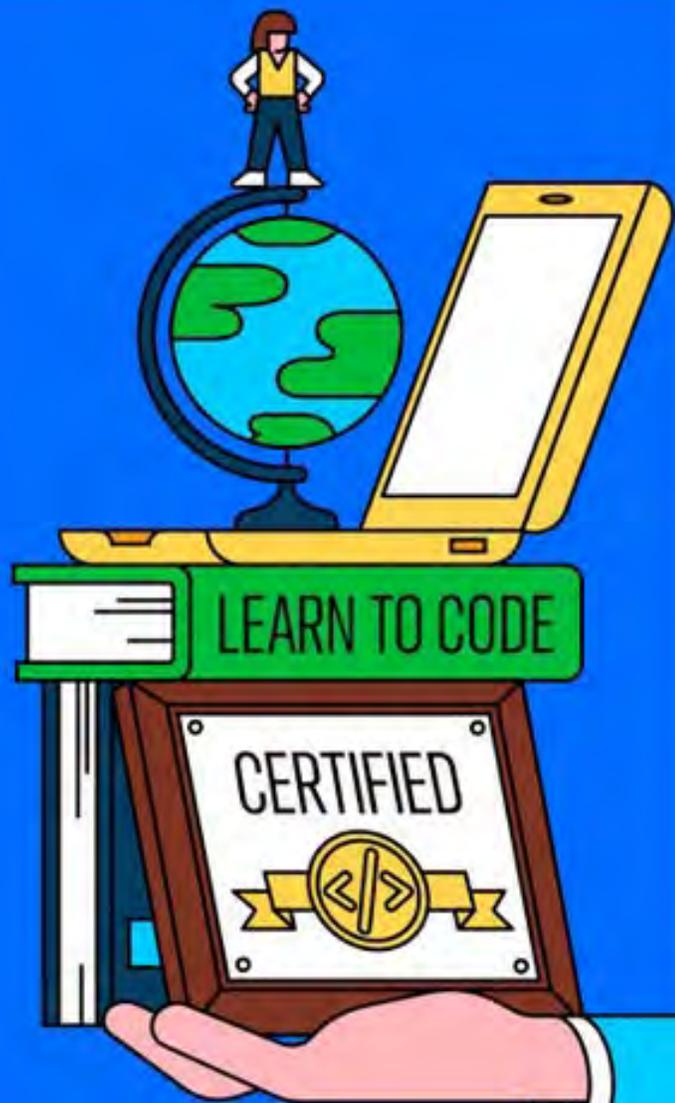
Proper Structure



Conventional Structure



A man with short brown hair and black-rimmed glasses is looking upwards. Above his head is a large, white, hand-drawn thought bubble containing the equation $1 + 1 = 2$. Three smaller white circles lead from the bottom of the thought bubble towards the man's head. The background is dark grey. On the right edge, there is a vertical strip with a light grey geometric pattern. In the bottom left corner, there is a small logo with a star and the text 'LEE C'.





Scan the QR code to
complete the session
survey.





Thank you!



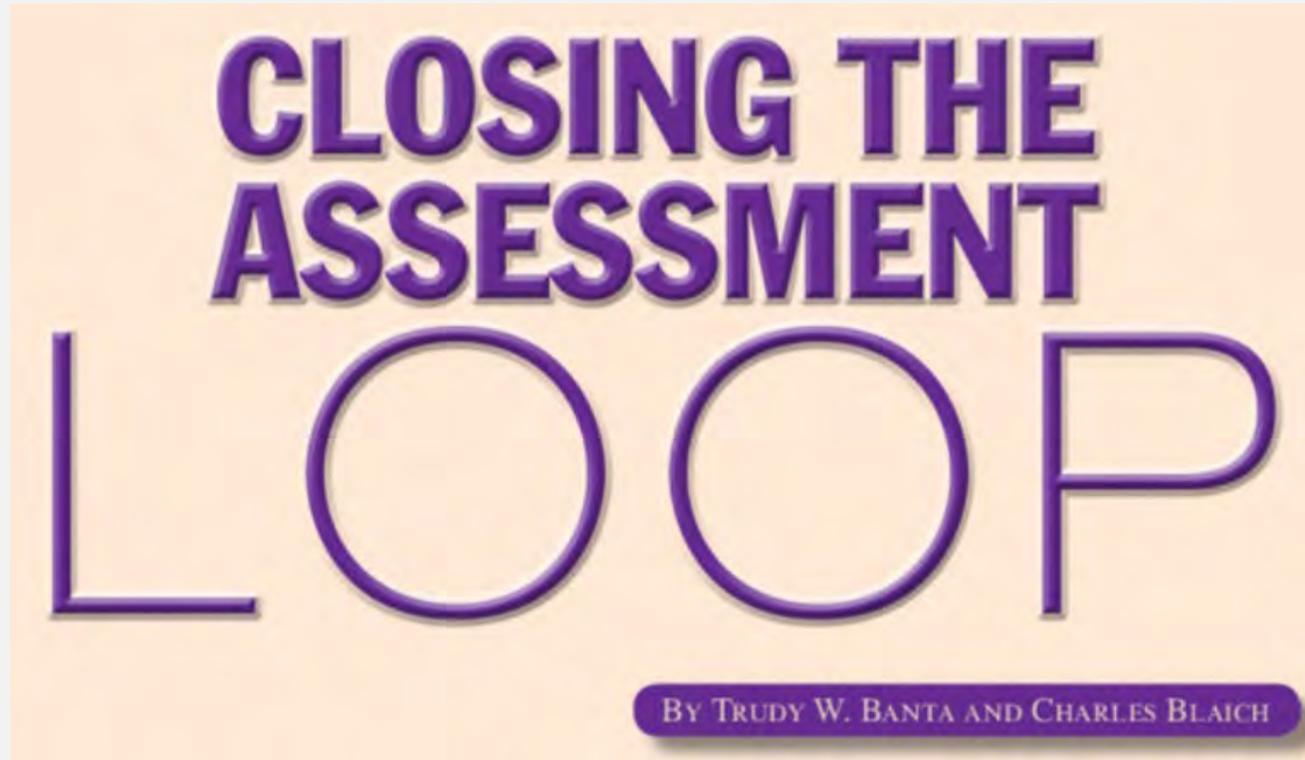
IMPROVING STUDENT LEARNING AT SCALE

A How-to Guide for Higher Education

KESTON H. FULCHER *and*
CAROLINE O. PRENDERGAST

Foreword by **STEPHEN P. HUNDLEY**
Afterword by **NATASHA A. JANKOWSKI**





Change Magazine January/February 2011

- Among 146 profiles of good practice submitted by colleagues at campuses from across the country for possible inclusion in a new book, [we] found that only 6 percent of the profiles contained any evidence that student learning had improved, no matter what measure had been used.

The New York Times

[SundayReview](#) | Contributing Op-Ed Writer

The Misguided Drive to Measure ‘Learning Outcomes’



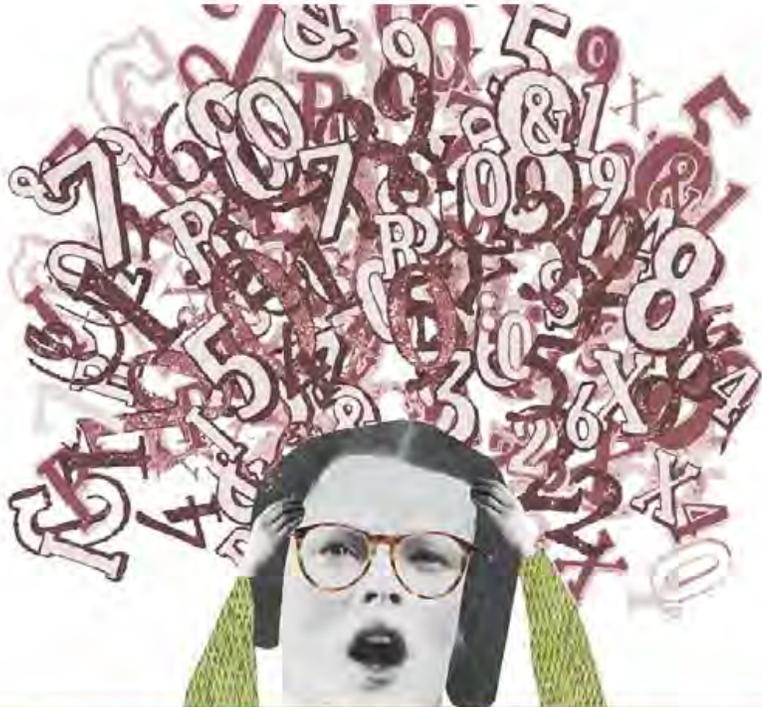
[Molly Worthen](#) FEB. 23, 2018

- Assessment devours a lot of money for meager results.
- Even proponents of assessment struggle to produce evidence that it improves student learning.
- Assessment forces academic departments to use data that's not very good, and the process of getting this data can be very painful.

COMMENTARY

An Insider's Take on Assessment: It May Be Worse Than You Thought

By Erik Gilbert | JANUARY 12, 2018



[Describing how faculty “analyze” their data]: However, you may find that upon close examination the data don’t seem to be saying anything at all to you. You may even be tempted to just make something up. If you do go that route, it’s probably because you have concluded that assessment data do not tell you anything useful about your program, so there is no harm in fudging your analysis of the data.

THE CHRONICLE OF HIGHER EDUCATION



The Terrible Tedium of 'Learning Outcomes'

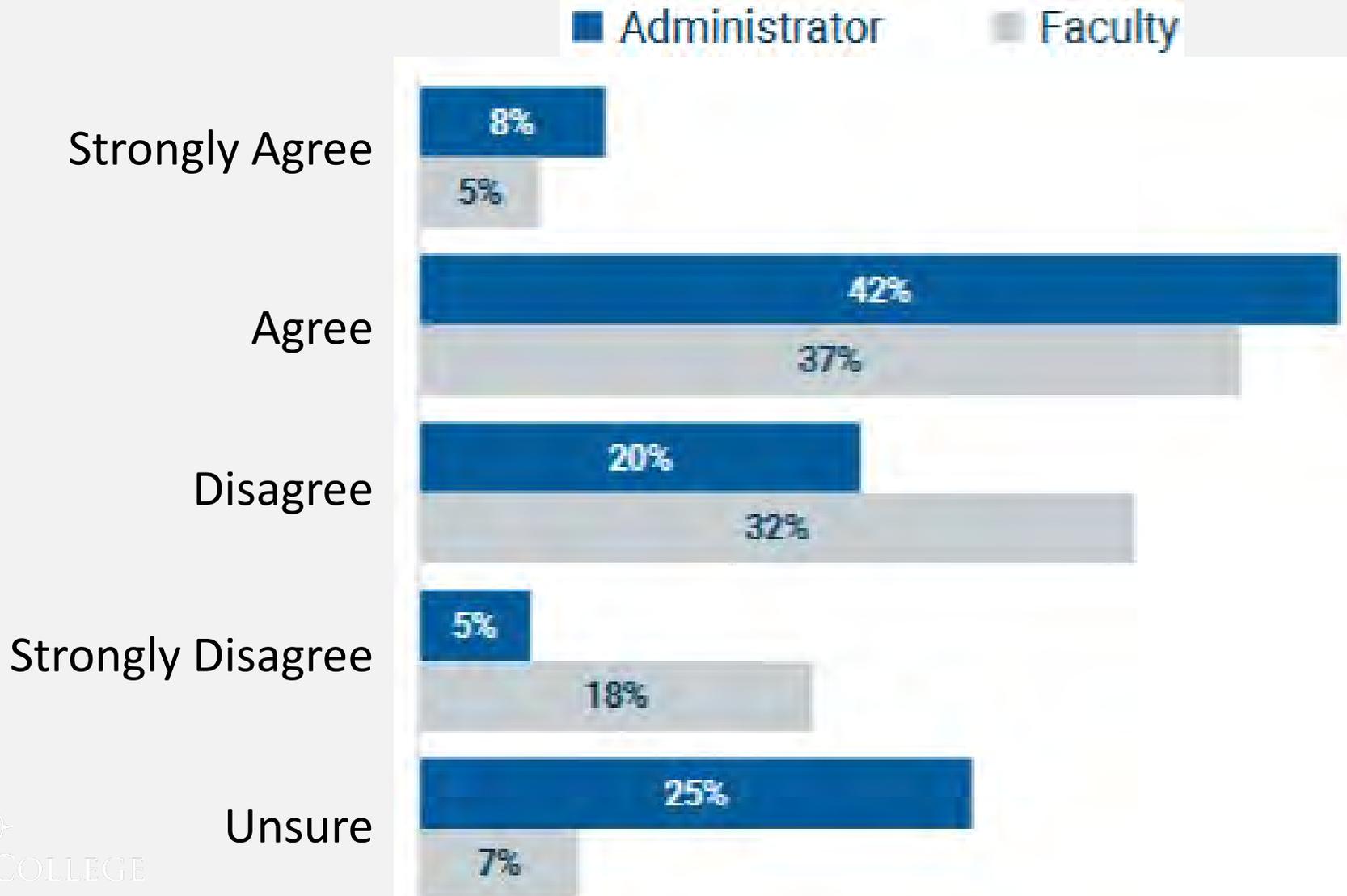
Accreditors' box-checking and
baroque language have taken over
the university.

THE REVIEW | ESSAY

By *Gayle Greene* | January 4, 2023

ADVERTISEMENT

Faculty members at my institution find the assessment of outcomes to be insightful and helpful.



Source: Chronicle survey of 871 college administrators and faculty members
Note: Due to rounding, figures might not total 100 percent.

Institutional Assessment: Trends and Challenges was written by David Wheeler and supported by Watermark. The Chronicle is fully responsible for the report's editorial content. ©2024 by The Chronicle of Higher Education Inc. All rights reserved.

The Challenges

- Scalability
- Credibility / Meaningfulness
- Sustainability

