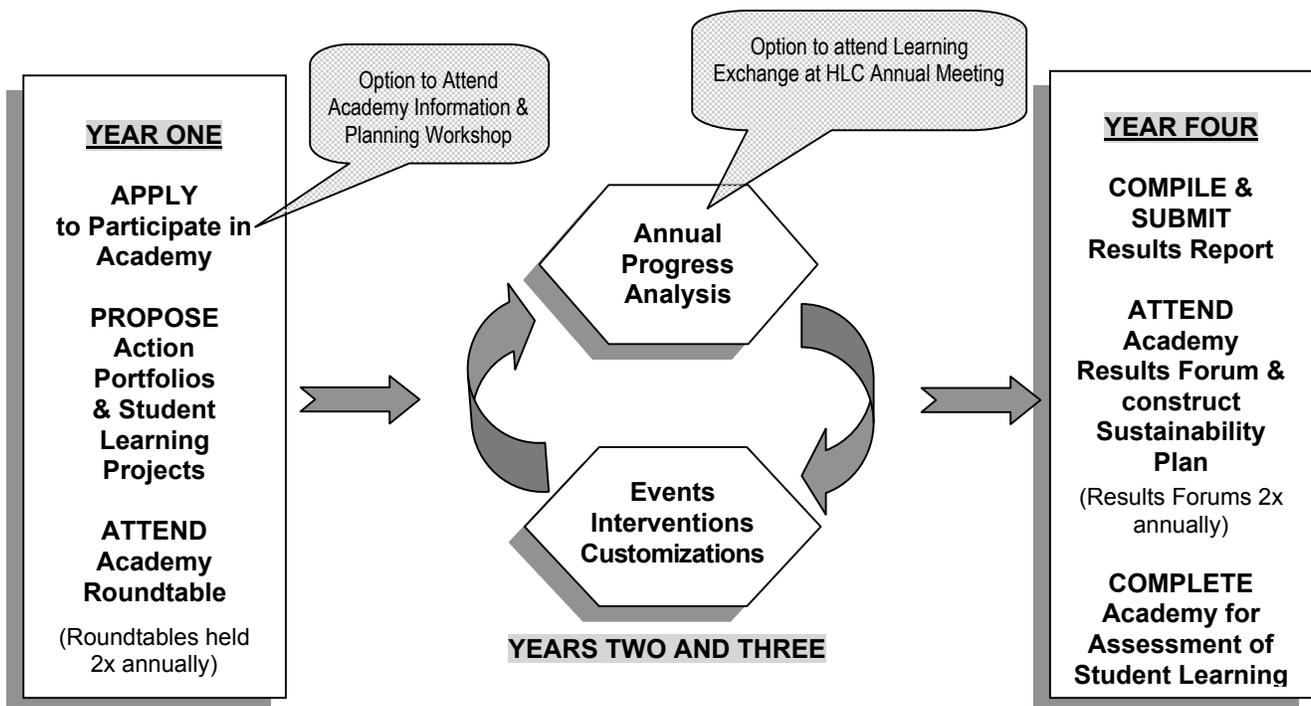


## ACADEMY FOR ASSESSMENT OF STUDENT LEARNING

The Academy for Assessment of Student Learning offers The Higher Learning Commission's (HLC) member institutions a four-year sequence of events and interactions that are focused on student learning, targeted at accelerating and advancing efforts to assess and improve student learning, and designed to build institution-wide commitment to assessment of student learning. When planned comprehensively and carefully by the institution, successful participation in the Academy:

- (1) can produce evidence for Criteria and Core Components in upcoming accreditation evaluations;
- (2) can serve in place of mandated progress reports, monitoring reports and focused visits on assessment of student learning (PEAQ); and
- (3) can serve in place of one or more action projects (AQIP).



### Year 1: Apply, Propose Action Portfolios, and Attend Academy Roundtable

An institution joins the Academy, proposes projects related to assessing and improving student learning that comprise their **Action Portfolio** and sends a team to the three-day **Academy Roundtable**. At the Roundtable, institutions critique and improve their own and other institutions' action projects in consultation with Academy mentors and Commission staff.

### Years 2 & 3: Complete Biannual Progress Analyses & Participate in *optional* Programs

Institutions implement their action portfolios and receive mentoring, critique, and validation through **Biannual Progress Analyses** and participate in the **Electronic Network**, which serves as a gathering place for resources and meetings throughout the Academy. Institutions may choose to participate in the annual **Academy Learning Exchange and Showcase** at the Annual Meeting.

### Year 4: Complete Results Report. Participate in Results Forum, Complete Academy

Each institution writes a brief **Results Report** and sends a team to the two-day **Academy Results Forum** to showcase accomplishments, to compare and share good practices and to define post-Academy strategies. Each institution receives a **Results Response** from its reviewers. Through the four years, the Academy will compile **Publications** that showcase accomplishments and inventory good practices.

## Academy Features and Benefits for Institutions

Academy Features	Academy Benefits
Four-year sequence of events, interactions, and analyses focused on improving student learning	Support and achieved results that impact and improve student learning
Forums for institutional teams to receive consultation from mentors, receive & provide feedback, network, and share good practice	Increased institutional awareness of and commitment to assessing and improving student learning
Web-based library of Action Portfolios (expected outcomes, assessment strategies and models, instruments, and results), progress analyses, and mentor and peer feedback	Opportunity to compile, share, and compare good practices (including learning outcomes, assessment models, instruments, and results) for assessing and improving student learning
Analysis, critique, and feedback on project design, progress, and other components of Action Portfolios	Documented evidence for accreditation evaluations and follow-up monitoring
Forums for documenting results and impact and sustaining efforts to improve student learning	Replace Commission-mandated follow-up on assessment
Access and reduced pricing to other services for assessing and improving student learning	Collaborative relationship with the Commission in building institutional commitments to improving student learning

## Examples of Academy Action Portfolio Topics

<p><b>Systemic, Comprehensive Processes</b> Establishing consistency and stability within current assessment practices across the entire institution; a systemic approach and well-established processes.</p>	<p><b>Using Assessment data</b> Utilizing assessment data to improve curricula, teaching and learning environments, and inform institutional processes and decision-making structures.</p>
<p><b>General Education/Core Curricula</b> Assessing and improving general education/core curriculum or continued expansion and improvement of these efforts.</p>	<p><b>Shared Responsibility</b> Improving ownership, engagement, and buy-in of faculty, administrators, staff, and students in defining, assessing, and improving student learning.</p>
<p><b>Program/Departmental Review</b> Improve program and departmental level evaluation efforts through the use of learning and assessment evidence within Academic and non-Academic (e.g., Co-curricular) units.</p>	<p><b>Measures, Tools, and Performance Criteria</b> Identifying and/or developing effective measures, tools, instruments, and approaches--as well as performance standards--to gather meaningful and effective data.</p>
<p><b>Communicating Evidence/ Improving Transparency</b> System for communicating evidence of student learning across the organization; sharing assessment information with internal and external stakeholders.</p>	<p><b>Resources &amp; Professional Development</b> Providing faculty, staff, and administrators resources (e.g., grants, technology, expertise) that help develop effective ways to assess and improve learning.</p>

## Application Timeline and Pricing

Events and Dates for 2008-2009	
<b>Fall 2008 Cohort</b> <i>Optional</i> Information & Planning Workshop Roundtable Event	September 25 - 26, 2008 November 5 - 7, 2008
<b>Spring 2009 Cohort</b> <i>Optional</i> Information & Planning Workshop Roundtable Event	January 15 - 16, 2009 February 18 - 20, 2009
♦ Two cohorts of 18 institutions will be accepted 2008-09. Academy Applications will be accepted until the 2008-09 cohorts are filled.	

Pricing Structure for 2008-2009 Academy Institutions	
<b>YEAR ONE:</b> ♦ Academy Roundtable (multi-day event; five-person team included in pricing, additional team members may be added at additional costs) ♦ Learning Exchange and Showcase at HLC Annual Meeting ♦ Academy's Electronic Network with mentor and consulting services ♦ Optional: Other events, programs, and customizations (additional fee)	<b>\$7,500</b>
<b>YEAR TWO:</b> ♦ Bi-annual Progress Analyses (Peer & Mentor Feedback and Consultation on Student Learning Projects) ♦ Learning Exchange and Showcase at HLC Annual Meeting ♦ Academy's Electronic Network with mentor and consulting services ♦ Optional: Other events, programs, and customizations (additional fee)	<b>\$4,500</b>
<b>YEAR THREE:</b> ♦ Bi-annual Progress Analyses (Peer & Mentor Feedback and Consultation on Student Learning Projects) ♦ Learning Exchange and Showcase at HLC Annual Meeting ♦ Academy's Electronic Network with mentor and consulting services ♦ Optional: Other events, programs, and customizations (additional fee)	<b>\$4,500</b>
<b>YEAR FOUR:</b> ♦ Results Forum (two-day event; five-person team included in pricing, additional team members may be added for additional cost) ♦ Results Report & Sustainability Plan (includes publications and certificates of accomplishment) ♦ Learning Exchange and Showcase at HLC Annual Meeting ♦ Academy's Electronic Network with mentor and consulting services ♦ Optional: Other events, programs, and customizations (additional fee)	<b>\$4,500</b>

\*Pricing does not include institutional expenses, including travel, lodging, and related costs.



# Academy for Assessment of Student Learning Connections to Accreditation

## SUMMARY

The Academy for Assessment of Student Learning offers HLC member institutions a four-year sequence of events and interactions that are focused on student learning, targeted at accelerating and advancing efforts to assess and improve student learning, and designed to build institution-wide commitment to assessment of student learning. The Academy is targeted to the majority of institutions, NOT the 10% that are adept in assessing and improving student learning, NOT the 10% that are adamantly opposed to doing so, and NOT solely those institutions with assessment monitoring.

## CONNECTIONS TO ACCREDITATION

The primary role of the Academy is to catalyze and support institutional efforts to assess and improve student learning. However, institutions may find several ways to connect their work in the Academy to aspects of their institutional accreditation:

1. Institutions may plan their work in the Academy both to advance their efforts to assess and improve student learning, as well as to generate evidence for the Criteria in a PEAQ Self-Study or for the Criteria and AQIP Categories and Principles in an AQIP Systems Portfolio.
2. Institutions may request that participation in the Academy take the place of required Commission follow-up (focused visits, monitoring reports, and progress reports) on assessing and improving student learning.
3. Institutions may choose to have the Academy Student Learning Project serve in place of its AQIP Action Project on Helping Students Learn or another Action Project.
4. The institution may choose to capitalize on an upcoming evaluation (PEAQ Comprehensive or Focused Visit, AQIP Appraisal or Quality Checkup Visit) while in the Academy, using the team's expertise to consult and evaluate on progress made on the institution's Academy work.
5. The institution may choose to use the Academy as a means to customize a PEAQ Comprehensive Visit or an AQIP Quality Checkup Visit.

## AGREEMENTS RELATED TO ACCREDITATION

### Regarding institutions that have been accepted into the Academy and have follow-up:

- The Higher Learning Commission agrees to honor successful participation in the Academy for Assessment of Student Learning as fulfillment of an assessment-related progress report, monitoring report, or focused visit. (If an institution has required follow-up on another topic unrelated to assessment of student learning, the institution is still responsible for completing the follow-up on that topic.)
- If an institution quits, does not participate, or fails to give evidence of progress on Action Portfolios, any currently mandated follow-up will be reinstated to occur within a year of departure from the Academy.

### Regarding institutions that have Comprehensive Visits while participating in the Academy:

- If an institution has a Comprehensive Visit while enrolled in the Academy, teams, readers, and reviewers will consult on the institution's efforts to assess and improve student learning, but will refrain from recommending follow-up monitoring. Instead, that team's consultations will be integrated as appropriate into the institution's Academy work. However, if the institution quits or fails to participate in the Academy after the Comprehensive Visit, the Commission may require follow-up on Assessment of Student Learning based on the team consultations and the quality of the institution's work in the Academy.

### Regarding AQIP institutions that are participating in the Academy:

- The Higher Learning Commission agrees to honor Action Portfolio work in the Academy for Assessment of Student Learning as comparable to one or more AQIP action projects as determined by AQIP (for more information action projects requirements see the AQIP document "Understandings and Expectations of Participating Organizations").



## Characteristics of Good Student Learning Projects

*The following is a list of characteristics that should help you identify and design high quality Student Learning Projects.*

**Student Learning Focused.** A Student Learning Project that meets the characteristics below is likely to be multi-faceted. One or more facets of the project must focus directly on what students are learning. In other words, a project should include gathering data/information on what students are learning, analyzing that information in relationship to intended learning, and confirming or taking action to improve that learning based on the analysis.

**Significant.** A significant Student Learning Project should have a noticeable and worthwhile impact on your institution and multiple stakeholders. Significant Student Learning Projects should be important and relevant to stakeholders to the extent that a successful project creates an enduring, positive change on your institution's culture.

**Tackle a Real Problem, Meaningful & Useful.** A good Student Learning Project should be concerned with a problem that few people deeply understand the root cause of and the optimal solution is neither apparent nor predetermined. A project should not simply reinforce a specific plan of action that administration has already decided upon, rather it should challenge you to chose a project with outcomes that wouldn't happen normally and results that illuminate how and what students are learning.

**Feasible, Realistic.** A Student Learning Project should be challenging enough to require serious institutional effort, yet, achievable within the constraints of time and resources. Guard against constructing projects that are so grandiose that they leave the your team feeling overwhelmed and paralyzed or projects so vague that it would be difficult to determine success or failure.

**Measurable (produces data/information, qualitative & quantitative).** A Student Learning Project must be detailed to a level that is clear what will be measured (qualitatively and/or quantitatively or both), how it will be measured, when it will be measured, and by whom. This specificity allows you to know if and to what extent the outcome of your Student Learning Project is achieved. As Student Learning Projects are likely to be multi-faceted, the design for measuring learning, impact, and/or results is also likely to be multi-faceted.

**Urgency.** A Student Learning Project must be time-bound by a clearly articulated timeframe in which the project is defined, actions are taken, and data are collected, analyzed, and acted upon. Further, the importance of the project should convey a sense of urgency because the issue at hand needs to be addressed with immediacy.

**Endorsed.** A Student Learning Project should be supported by key, influential people who can ensure the resources and leadership needed to make it happen. The project should be selected and constructed in a way that ensures your team has the appropriate authority to undertake and implement the needed actions. The team will not be motivated to seek innovative strategies if it believes that its suggestions may or may not be implemented.

**Familiarity.** A Student Learning Project should address a situation or issue that is familiar to most members of your team in a way that they understand the context, history, and recent efforts that surround the situation/issue. Alternatively, a few team members with little or no experience with the situation or issue may help bring a fresh perspective.





# Letter of Agreement of participation in the Academy for Assessment of Student Learning

**Institution:** <XXX>

**Current Accreditation Process:** ACCREDITATION

**Next Comprehensive Visit Scheduled:** COMPREHENSIVE VISIT

**Current Follow-up on Assessment Pending:** FOLLOW-UP

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## **Academy for Assessment of Student Learning**

This document is an agreement that <XXX> elects to participate fully in the activities and functions of the Academy for Assessment of Student Learning, a program of The Higher Learning Commission (HLC). Participating in the Assessment Academy offers HLC member institutions a four-year sequence of events and interactions that are focused on student learning, targeted at accelerating and advancing efforts to assess and improve student learning, and designed to build institution-wide commitment to assessment of student learning.

In joining the Academy, the institution agrees to the following expectations of all participants.

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### **Agreement between the Higher Learning Commission and <XXX>**

**I. To support the efforts and operations of the Academy, <XXX> agrees to participate in the following Academy activities and make the following institutional commitments:**

- **Roundtable** - Multi-day event at which teams from institutions propose Action Portfolios and critique and improve their own and other institutions' portfolios in consultation with Academy mentors and Commission staff. Action Portfolios are projects, strategies, initiatives, or processes that lead to demonstrating results of assessing and improving student learning.

*Institutional Commitment* - Attend Roundtable event, construct Action Portfolios, and post portfolios to the electronic Academy Network within 2 months of the Roundtable.

<XXX> commits to including work in its Action Portfolio that addresses the issues that led to the follow-up monitoring, Progress Report due 12/01/06; on assessment of student learning.

- Action Portfolio Update - Annual update that shares learning and demonstrates progress and results of Action Portfolio projects and initiatives. Each institution receives feedback from other Academy members as well as from Academy facilitators and reviewers.

*Institutional Commitment* - Institutions will post, at least annually, a 2-4 page Action Portfolio Update and will provide one-page observations and commentary on the Action Portfolio Updates of 2-3 other Academy institutions.

- Academy Network - An electronic gathering place for resources and dialogue. Institutions will post Action Portfolio Updates, receive and supply feedback to other institutions, communicate with facilitators/mentors, and generally engage in dialogue about assessing and improving student learning.

*Institutional Commitment* - Institutions will supply feedback and/or engage in dialogue about assessing and improving student learning at least quarterly. Participation in Academy Network may also include conference phone calls with facilitators/mentors, other institutions, and HLC staff.

- Cohort Publication(s) - The Academy will offer multiple opportunities to capture aggregate and individual institutional learning and accomplishments. During the Academy, institutional efforts and accomplishments will be published in a compendium of case studies that showcase good practices for assessing and improving student learning.

*Institutional Commitment* - Institutions agree to share learning and accomplishments with the broader higher education community. In year four of the Academy, institutions will write a brief (no more than ten pages) case study documenting their results and accomplishments.

- Academy Results Forum - Multi-day event at which teams from institutions evaluate the impact of their Action Portfolio, showcase accomplishments, share good practices, and design strategies to sustain their efforts to assess and improve student learning.

*Institutional Commitment* - Attend Academy Results Forum, share learning and results from Action Portfolio evaluation, and write a 3-5 page sustainability plan.

## **II. To respond to <XXX>'s needs and requirements, The Higher Learning Commission will:**

- collaborate with <XXX> to help it accomplish its Action Portfolio goals;
- respond promptly and courteously to requests for assistance or information in areas of Academy participation; and,
- share information on assessment of student learning by identifying, evaluating, validating, and sharing best and innovative practices that are discovered by all Academy participants.

**The Higher Learning Commission agrees to:**

- maintain Academy participation so long as <XXX> continues to take part in Academy activities and is able to provide the Commission with credible evidence of doing so;
- honor Action Portfolio work in the Academy for Assessment of Student Learning as comparable to one or more AQIP action projects (for more information, see the AQIP document “Understandings and Expectations of Participating Organizations”);
- honor successful participation in the Academy for Assessment of Student Learning to fulfill the Progress Report due 12/01/06; on assessment of student learning.

**III. In accordance with the understandings and expectations between The Higher Learning Commission and <XXX> the following will apply;**

- If <XXX> quits, does not participate as defined in Section I., or fails to give evidence of progress on Action Portfolios, any currently mandated follow-up will be reinstated to occur within a year of departure from the Academy.
- If <XXX> has a Comprehensive Visit while enrolled in the Academy, teams, readers, and reviewers will consult on the institution’s efforts to assess and improve student learning, but will refrain from recommending follow-up monitoring. Instead, that team’s consultations will be integrated as appropriate into the institution’s Academy work. However, if <XXX> quits or fails to participate (as defined in Section I) in the Academy after the Comprehensive Visit, the Commission may require follow-up on Assessment of Student Learning based on the team consultations and the quality of the institution’s work in the Academy.

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Signature of Institution CEO

Date:

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Printed name of Institution CEO

Please return to:

Steven Crow, Executive Director  
The Higher Learning Commission  
30 N. LaSalle St., Chicago IL 60602

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Signature of HLC Executive Director

Fax: 312-263-7462

Email: [scrow@hlcommission.org](mailto:scrow@hlcommission.org)



## Academy for Assessment of Student Learning Glossary of Terms & Definitions

**Academy Information and Planning Workshop** (*optional*) - One day event that provides institutions with an in-depth view of how the Academy works. This includes an explanation of the events and interactions, as well as, an opportunity to map out goals, a timeline, and a plan for the institution across all four years of the Academy.

**Academy Network** - An electronic gathering place for feedback, shared learning, e-publications, and dialogue on **Student Learning Project(s)**, the full **Action Portfolio**, and the work of assessing and improving student learning in general. Institutions post and update **Student Learning Project** and **Action Portfolio** accomplishments, products generated, and good (and poor) practices learned along the way. Institutions receive and provide feedback to other institutions, receive feedback from Academy facilitators, and generally engage in dialogue (formally two times annually) with facilitators and institutions about assessing and improving student learning. Participation in Academy Network may also include conference phone calls with facilitators/mentors, other institutions, and HLC staff.

**Academy Results Forum** - Multi-day event at which teams from institutions evaluate the impact of their **Action Portfolios**, showcase accomplishments, share good practices, and design strategies to sustain their efforts to assess and improve student learning. Institution will write a brief Sustainability Plan (3-5 pages) that clearly demonstrates how they will attempt to carry on and improve upon the work they accomplished in the Academy.

**Academy Roundtable** - Two and a half day event for institutional teams of 5 -8 at which institutions propose **Action Portfolios** and critique and improve their own and other institutions' portfolios in consultation with **Academy Facilitators** and Commission staff. Each institution will construct their **Action Portfolio**, which includes the **Student Learning Project(s)** on a series of **storyboards** that will guide them through the process and allow facilitators and other institutions to quickly comprehend the purpose, scope, and sequence of their project.

**Action Portfolio** - The complete plan, implementation process, and intended results and outcomes of the Academy. **Action Portfolios** are posted to the **Academy (Electronic) Network**. **Action Portfolios** consist of several elements:

- **Student Learning Project(s)** - the one or two multi-faceted projects focused on assessing and documenting student learning in relationship to intended outcomes, engaging stakeholders in analyzing assessment data on student learning, and engaging stakeholders and the institution in taking action based on the analysis to confirm or improve student learning.
- **Communication Plan** - strategies for engaging other stakeholders (faculty, administrators, students...etc) on campus.
- **Timeline** - short-term timeframe for defining, implementing, and evaluating results of **Student Learning Project(s)**; long-term timeline for sustaining commitment to and effectiveness in assessing, confirming, and improving student learning.
- **Formative Evaluation Plan** - strategy for determining the progress of the **Student Learning Project** while the project activities are still forming or happening so that changes/improvements could be made. The **Formative Evaluation Plan** focuses on the *process* of accomplishing the **Student Learning Project(s)**.
- **Support Network & Resource Plan** - strategy for identifying the human resources, technology, tools, models...etc that will be required to successfully accomplish the **Student Learning Project(s)**.

**Action Portfolio Update** - Updates that share institutional learning and products and that document accomplishments and results of **Student Learning Projects** and other **Action Portfolio** work. Each institution receives feedback from other Academy members as well as from Academy facilitators and mentors. Institutions are encouraged to post updates regularly. A formal feedback process occurs two times annually. At minimum, institutions provide two times annually a 2-4 page **Action Portfolio Update**, along with one-page observations and commentary on the Action Portfolio Updates of 2-3 other Academy institutions.

**Admissions Panel** - Applications are reviewed by Admissions Panels comprised of assessment mentors & experienced peer reviewers.

**Assessment Mentors** - Trained individuals with expertise in assessing student learning at the course, program, and institutional level, engaged by the Higher Learning Commission to facilitate team thinking.

**Cohort Publication(s)** - The Academy will offer multiple opportunities to capture aggregate and individual institutional learning and accomplishments. During the Academy, institutional efforts and accomplishments will be published in a compendium of case studies that showcase good practices for assessing and improving student learning. In year four of the Academy, institutions will write a brief (no more than ten pages) case study documenting their results and accomplishments. The 2006-2007 cohorts will assist in developing what these publications feature, including determining appropriate content on actual student learning.

**Customized Events** (*optional*) - Institutions may customize their Academy experience with additional activities such as: On-campus consultation services, on-campus conversation facilitation, hosting and/or visiting other institutions to share good practices, hot topic workshops, etc. Specific programs & services are being investigated and developed based on feedback from institutions in the 2006 - 2007 cohorts.

**Learning Exchange & Showcase at Annual Meeting** (*optional*) - This is an opportunity for Academy institutions to showcase their **Action Portfolios** to institutions within and outside of the Academy, receive feedback, and engage in a dialogue about assessing and improving student learning. Academy members may participate in a poster session, panel discussions, presentations, or lead a roundtable discussion. Publications will showcase the work of the Academy institutions. Exemplary projects may be published in the Annual Meeting's Collection of Papers.

**Letter of Agreement** - Accepted institutions sign a customized Letter of Agreement which outlines the expectations of each party and stipulates the conditions for which participation in the Academy may satisfy follow-up.

**Storyboards** - A series of nine panels with prompting questions that create a visual display of and detailed implementation plan for the **Action Portfolio**, including the **Student Learning Project(s)**. The **storyboards** are intended to help structure, guide, and fine-tune the "think through" process of constructing meaningful and detailed **Students Learning Projects**. The **storyboards** will help illuminate flaws and weaknesses of the project.

**Student Learning Project** - The one or two multi-faceted projects focused on assessing and documenting student learning in relationship to intended outcomes, engaging stakeholders in analyzing assessment data on student learning, and engaging stakeholders and the institution in taking action based on the analysis to confirm or improve student learning. Projects may address supporting processes in addition to their focus on assessing, confirming, and improving student learning. Projects should have a 3 - 4 year scope, ideally including at least one cycle of improvement (using assessment data to initiate a change and then evaluate impact of that change). Projects should be written at a level of detail that clearly articulates what will be measured, how it will be measured, when it will be measured, and by whom. See Characteristics of Good Student Learning Projects for more detail.

## **Academy for Assessment of Student Learning Benefits and Services**

**Electronic Network** - This is an electronic gathering place for feedback, shared learning, e-publications, and dialogue for institutions participating in the Academy for Assessment of Student Learning. Institutions post and update Student Learning Project(s) accomplishments, products generated, and good (and poor) practices learned along the way. Institutions receive feedback from mentors and provide/receive feedback to/from other institutions. ***Starting November 2007, mentor feedback will include a 30 minute phone call with the mentor to debrief feedback.*** Free - included in Academy Pricing.

**Learning Exchange and Showcase at HLC's Annual Meeting** (*Sunday, April 13th, 2008*)  
This is an opportunity for Academy institutions to showcase their Action Portfolios to institutions within and outside of the Academy, receive feedback, and engage in a dialogue about assessing and improving student learning. Academy members may participate in a poster session, panel discussions, presentations, or lead a roundtable discussion. Publications will showcase the work of the Academy institutions. Exemplary projects may be published in the Annual Meeting's Collection of Papers. Free - included in Academy Pricing.

**PHONE CONFERENCES** (*more details in forthcoming email and on HLC website*)

**Academy Institution Led Phone Conferences on Assessment Topics** - HLC will coordinate phone conferences led by Academy institutions on specific assessment topics. Topic and format determined by institution initiating phone conference. Free - included in Academy Pricing.

**Phone Conferences on Assessment Hot Topics** - These 45 minute, expert lead phone conferences with a limited number of institutions will be on a variety of topics such as General Education, Co-curricular Learning, Standardized Tests and Surveys, Program Review, Multi-Cultural/Diversity Learning Outcomes,...etc. The format for these phone conferences will be a mix of presentation, interactive discussion, and question and answer. Free - included in Academy Pricing.

**Phone Consultation** - This is a phone call coordinated through HLC with an assessment mentor. It may involve mentor pre-work, discussion with an institution's assessment committee or other organizational units, comments/suggestions on specific assessment instruments or operational structures. The format and discussion is determined by the institution's request. Pricing structure currently being developed.

### **ON-CAMPUS VISITS**

We are in the process of developing several standardized services that will take place on an institution's campus. These include:

**Assessment Inventory** - Through a series of predetermined interviews and focus groups, an assessment mentor will conduct an inventory and report on current assessment practices and activities. The purpose of this inventory might be on documenting evidence of student learning for a Self-Study or Quality Check-up visit.

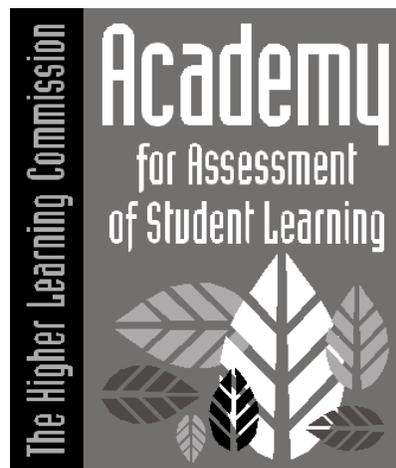
**Campus Conversation** - Mentors facilitate a campus-wide or large scale conversation on learning and assessment. The purpose of this event is to move a campus mindset from assessment for compliance to assessment as a commitment to students and their learning.

**Project Storyboarding** - Using a series of ten oversized panels mentors facilitate the "think though" process for institutions (or organizational units) developing projects for assessing student learning. The storyboarding process is currently used at Academy Roundtable events.

**Access to Tools and Services Developed with OASIS Partners** - We are currently identifying partner organizations and higher education consultants to provide our institutions with access to a wider array of products and services. For example, the Global Perspectives Inventory, developed by Larry Braskamp et al.

**Inclusions in HLC Sponsored Publications** - In years three or four, we intend to capture and highlight Academy institution's efforts to assess and improve student learning in a compendium of case studies.

**Discounts on other Program and Services offered through HLC's Office of Assessment Support Initiatives and Services (OASIS).**



If you have any questions regarding the services and programs discussed above, please contact:

Jonathan Keiser, The Higher Learning Commission  
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E-mail: [jkeiser@hlcommission.org](mailto:jkeiser@hlcommission.org)