

Assessment L.E.A.D Principles At Highline College

To learn more information about assessment at Highline, visit assessment.highline.edu.

Our Commitment:

Highline College will boldly L.E.A.D. in addressing equity and student achievement gaps through assessment. Assessment – whether on the course level or across campus – is a meaningful and collaborative process that benefits students, educators, and everyone that supports Highline College.

Assessment at Highline is:



Learning-Centered

Assessment intentionally aligns learning gaps and barriers and identifies where we can improve.



Equity-Focused

Assessment is collaborative and respects the diverse assets students bring to their learning and eliminates biases and barriers.



Alignment

Assessment intentionally aligns specific course outcomes to the higher level college Core Competencies.



Development

Assessment is part of our professional responsibility and reflects our ongoing commitment to improve the educational experience and positively impact student success



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Learning-Centered (Data-informed)

The process helps us find out what students are learning and how well they are learning it by analyzing disaggregated evidence and data. Instructors use assessment data to improve student learning. By increasing educator knowledge, expertise, and comfort in reviewing disaggregated course data, we can have equity-focused conversations about assessment results.

Equity-Focused

Because we value students' diverse backgrounds and learning styles, we are committed to involving them in the assessment process. This process reflects an understanding of learning as multidimensional, integrated, and applied in different contexts/revealed in performance over time. We know that equity gaps exist and assessment provides an opportunity for us to examine why they exist, to be transparent about the results and to take action. This will help ensure Programs meet academic goals as well as future goals for students' lives.

Alignment

Traditional assessment is primarily focused at the course level. Highline acknowledges this great work and commits to extending the natural progression of this work to the higher-level college core competencies. This shift in the assessment process illustrates our promise to students and provides proof to accreditors that each course directly maps to the core competencies.

Development

Assessment is always about improving learning. While respecting autonomy and academic freedom in the classroom, we hold each other accountable through collaboration, reviewing data, creating a mutually respectful learning environment, and making sure assessment is done fairly. Ongoing professional development and student involvement supports this process.

