



## Catherine Wehlburg

### Keynote Speaker

#### *Research and Models of Learning Assessment in Higher Education*

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Effectiveness, Texas Christian University

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Assessment of Learning in Higher  
Education (AALHE, <http://aalhe.org>)

#### ***Abstract:***

We know that assessment is a “required” part of higher education. But, really, why do we assess student learning? There are many good reasons to do this that have very little to do with accountability and much more to do with how we ensure students are learning. This session will present some of the models for assessing learning in higher education and explore some of the reasons why they work (and in some cases, don’t work). If we are to view the assessment process as a transformative methodology that provides useful information about what we are doing that works, we may be able to move into a new era in higher education where we can really put students’ learning at the forefront of the assessment process.

#### ***Biographical Sketch***

**Dr. Catherine M. Wehlburg** is the Associate Provost for Institutional Effectiveness at Texas Christian University. She has taught psychology and educational psychology courses for more than a decade, serving as department chair for some of that time and then branched into faculty development and assessment. Dr. Wehlburg has worked with both the Higher Learning Commission of the North Central Association and the Commission on Colleges with the Southern Association of Colleges and Schools as an outside evaluator. In addition, she has served as editor of *To Improve the Academy* and is currently the Editor-in-Chief for the *New Directions in Teaching and Learning* series. Dr. Wehlburg regularly presents workshops on assessment, academic transformation, and the teaching/learning process. Her books include *Promoting Integrated and Transformative Assessment: A Deeper Focus on Student Learning* and *Meaningful Course Revision: Enhancing Academic Engagement Using Student Learning Data*. She earned her Ph.D. in educational psychology from the University of Florida.