

Comments from the Editor

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This issue features two articles related to assessment practice. The first by Sally Sledge and Pam Pringle not only summarizes studies investigating “honor” at Christopher Newport University, but also documents how the results were used to inform decision making. This work underscores the nexus between assessment and policy.

In the second article, Chris Orem and I explore operationalizing good assessment practice for academic degree programs. Specifically, James Madison University uses a behaviorally anchored rubric to convey the strengths and weaknesses of each program’s assessment report. This assessment of the assessment is sometimes referred to as “meta-assessment.”