



# MICHAEL ANDERSON

Assessment Specialist

I am a results-oriented Educational Measurement Specialist with over 7 years of experience in higher education assessment and evaluation. My background includes developing assessment strategies that are aligned with institutional goals and student learning outcomes. I have worked closely with faculty and administrators to create assessments that are not only reliable but also enhance the educational experience for students.

## CONTACT

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- San Francisco, CA

## EDUCATION

### Master's in Education Assessment

University of PQR  
2016-2020

## SKILLS

- Assessment Development
- Data Analysis
- Faculty Training
- Accreditation
- Continuous Improvement
- Stakeholder Engagement

## LANGUAGES

- English
- Spanish
- French

## WORK EXPERIENCE

### Assessment Specialist

2020-2023

University of MNO

- Developed assessment plans that align with university objectives.
- Evaluated the effectiveness of existing assessment tools and made recommendations.
- Trained faculty in assessment methodologies and data interpretation.
- Collaborated on institutional accreditation initiatives to improve program quality.
- Designed and implemented a comprehensive assessment reporting system.
- Facilitated discussions on assessment findings to drive program improvements.

### Assessment Analyst

2019-2020

Regional Community College

- Conducted data analysis on student performance to inform academic strategies.
- Supported the development of assessment rubrics for various programs.
- Participated in the assessment review process for program evaluations.
- Presented assessment results to faculty and administration to guide decision-making.
- Implemented a new feedback system that improved student engagement by 15%.
- Achieved recognition for enhancing assessment practices across the institution.

## ACHIEVEMENTS

- Improved assessment accuracy by 30% through new methodologies.
- Named Employee of the Month for contributions to assessment initiatives.
- Published articles on assessment practices in higher education journals.