



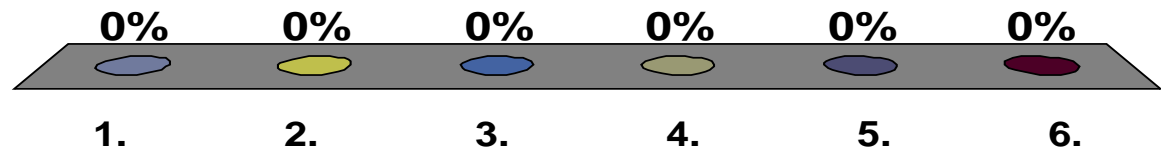
It Takes a Village: Key Strategies for Engaging More Faculty in Assessment

Jillian Kinzie (Indiana University) &
Nathan Lindsay (University of Montana)

AAC&U General Education & Assessment Conference
February 24, 2017

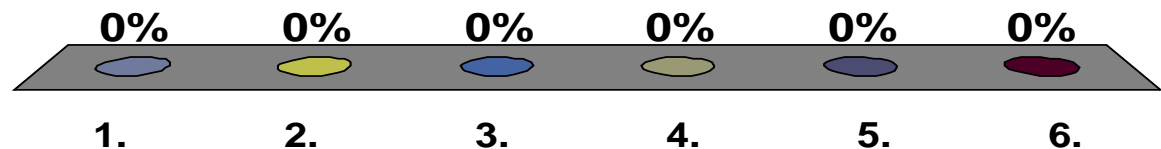
Overall, faculty members at my institution have a positive view of assessment.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not applicable



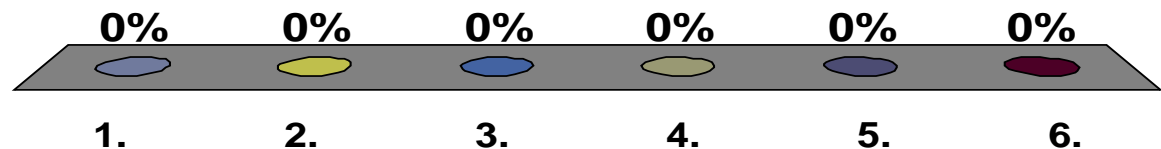
In the past few years at my institution, faculty members' views about assessment have improved.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not applicable



The assessment of general education is conducted effectively at my institution.

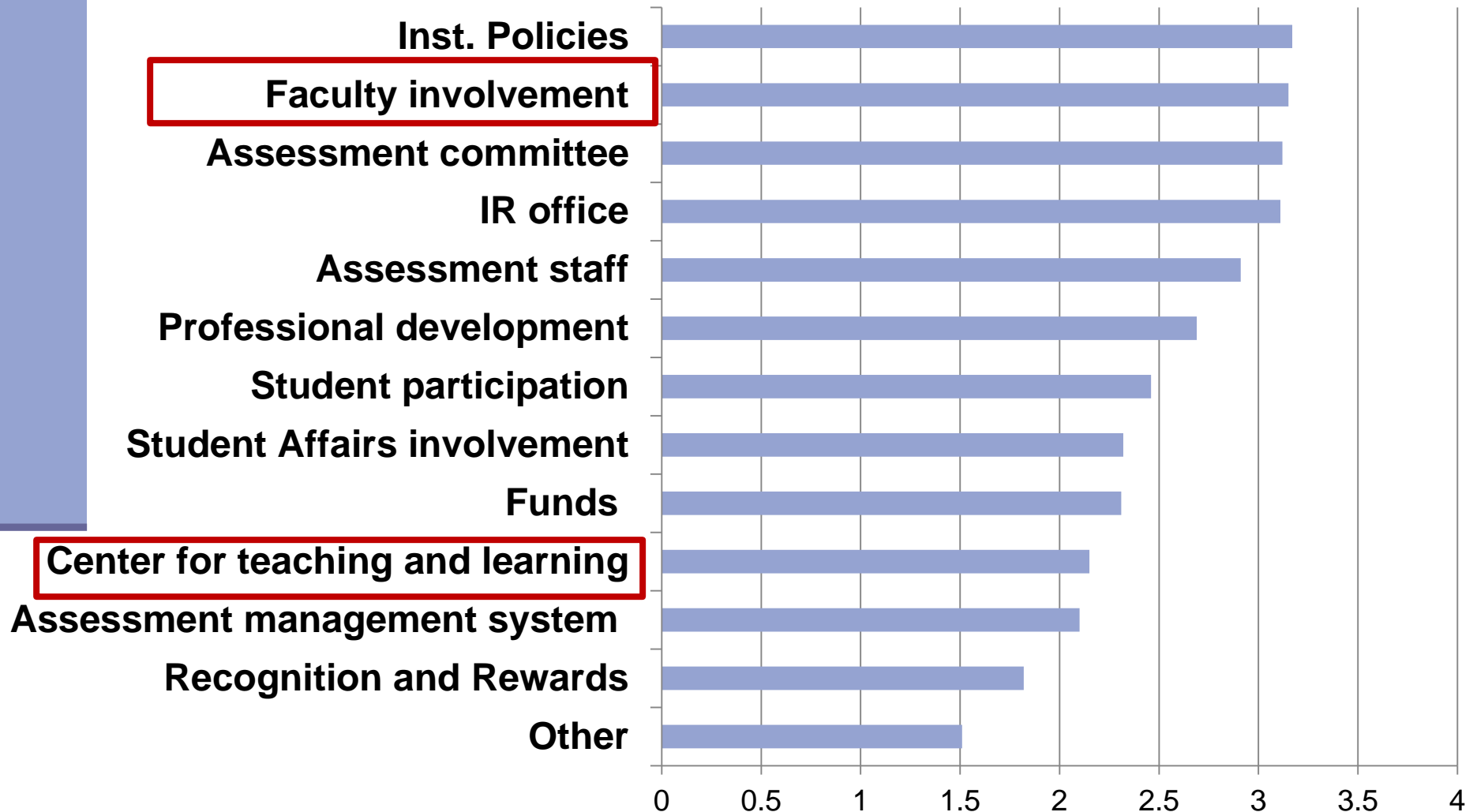
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4. Disagree
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The State of the Assessment Union...

- Greater faculty involvement in assessment has been a serious concern since the beginning of the assessment movement some 25 years ago.
- The National Institute for Learning Outcomes Assessment's (NILOA) survey of provosts revealed that gaining faculty involvement in assessment is a top priority (Kuh & Ikenberry, 2009, 2014).

To what extent do the following institutional structures, resources, and features support assessment activities?



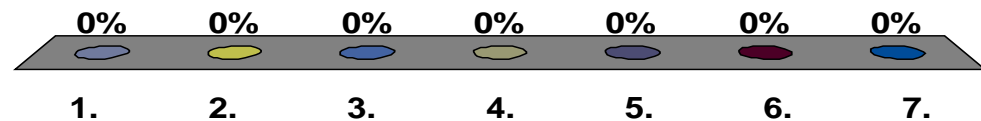
NILOA Asked Provosts...but what do you think?

What Would Be Most Helpful to Your Institution as You Assess Undergrad Student Learning?

- 1. More prof. development faculty/staff**
- 2. Greater assessment staff capacity**
- 3. More student affairs (SA) involved in assessment**
- 4. More SA using results**
- 5. Stronger admin support**
- 6. More student participation in assessment**
- 7. External funding**
- 8. Info. on best practice**
- 9. Greater sharing across units**
- 10. More opportunity to collaborate with other institutions.**
- 11. More valid & reliable measures**
- 12. More faculty involved in assessment**
- 13. More faculty using the results**
- 14. Technologies**
- 15. More resources \$/staff**

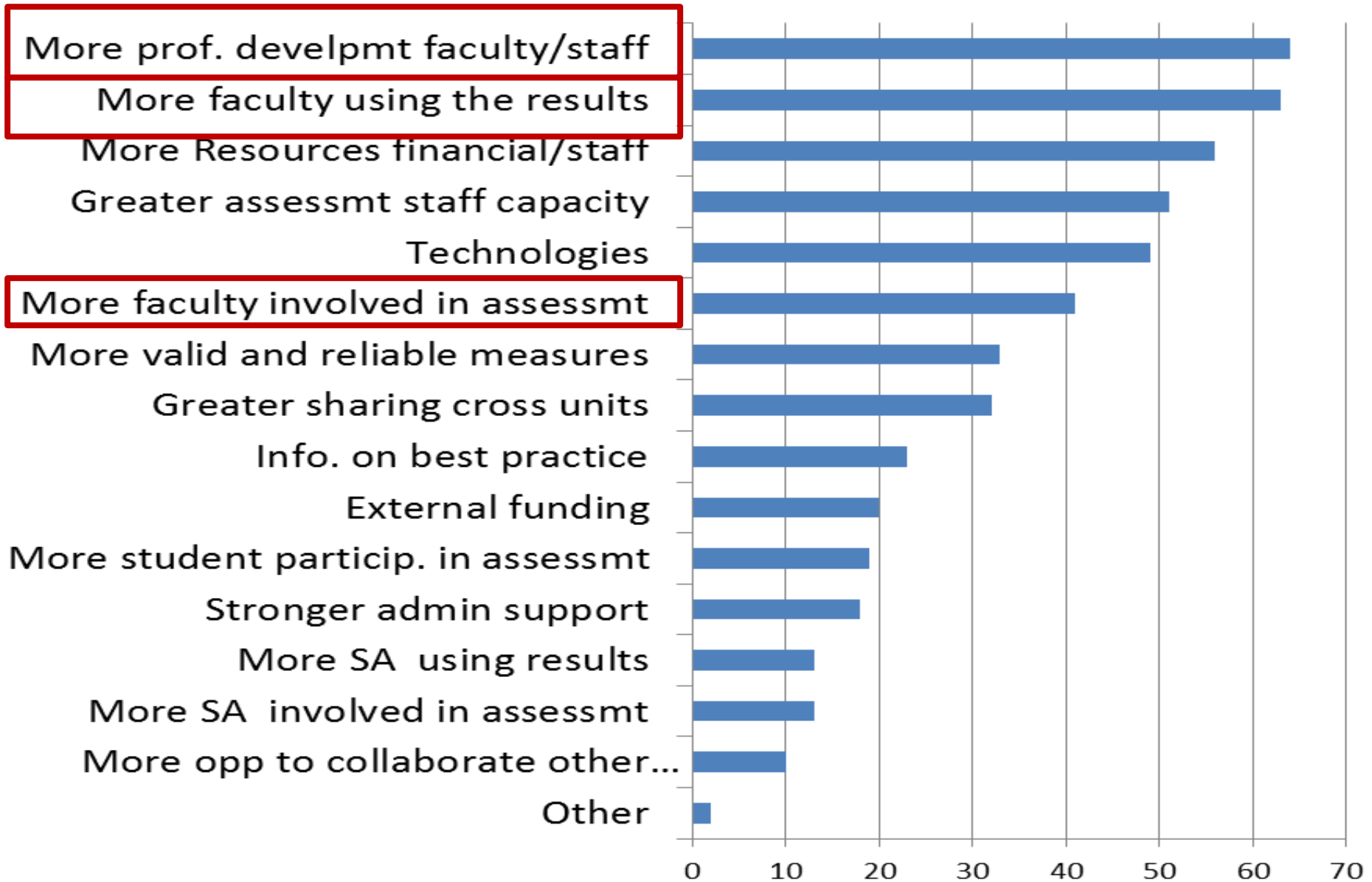
What Would Be Most Helpful to Your Institution as You Assess Undergrad Student Learning?

1. Greater assessment staff capacity
2. More resources / staff
3. Assessment technologies
4. More faculty involved in assessment
5. More valid and reliable measures
6. More faculty using the results
7. More professional development for faculty and staff



Provosts said... Most helpful to assess undergraduate student learning

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

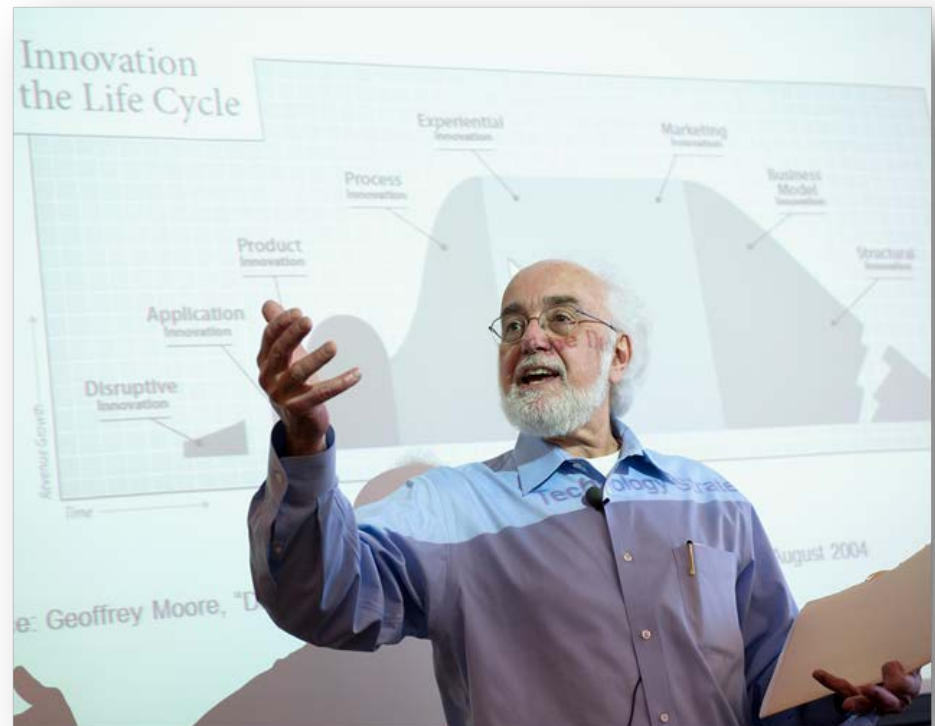


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- The National Institute for Learning Outcomes Assessment's (NILOA) survey of provosts revealed that gaining faculty involvement in assessment is a top priority (Kuh & Ikenberry, 2009, 2014).
- **The concern is substantive because faculty involvement is seen as key to the influence of assessment in the improvement of teaching and learning (Hutchings, 2010).**

The promise of assessment
depends on significantly growing
and deepening faculty
involvement...

*Yet, there has
not been
enough of it.*



Faculty Engagement



- How have you been successful in engaging faculty in assessment activity?



Faculty Conversations about General Education Learning and Assessment



- *These can be hard!*
- Who owns Gen Ed?
- Different Personalities
- Sincere Disagreement
- Shared Curriculum vs. Autonomy
- Reluctance to Change

10 Key Strategies for Engaging Faculty



#1: Assessment *of* and *for* Learning

- We care about students' learning
- Stakeholders require evidence of learning
- Kill two birds with one stone, but focus on the first bird the most consistently



What we're about...

- “Education is not the filling of a pail, but the lighting of a fire.” — William Butler Yeats



Four “Big Picture” questions to get faculty to discuss assessment

- How do you define a successful student?
- What have you learned about your students' learning?
- Are you satisfied with the results?
- If not satisfied with the results, what are you going to do about it?

Rio Salado College is committed to the assessment and improvement of the following College-wide Student Learning Outcomes:

- » Critical Thinking Rubric
 - » Critical Thinking Guide
- » Information Literacy Rubric
 - » Information Literacy Guide
- » Oral Communication Rubric
 - » Oral Communication Guide
- » Reading Rubric
 - » Reading Guide
- » Writing Rubric
 - » Writing Guide



Rio Salado College focuses on assessment-directed improvement ...

1) learning is the primary purpose of assessment; 2) assessment should lead to improvement and not be an end unto itself; and 3) faculty and students who understand the value of assessment and participate in assessment activities benefit most from this work.

Carnegie Mellon University -- Fostering Assessment for Improvement and Teaching Excellence

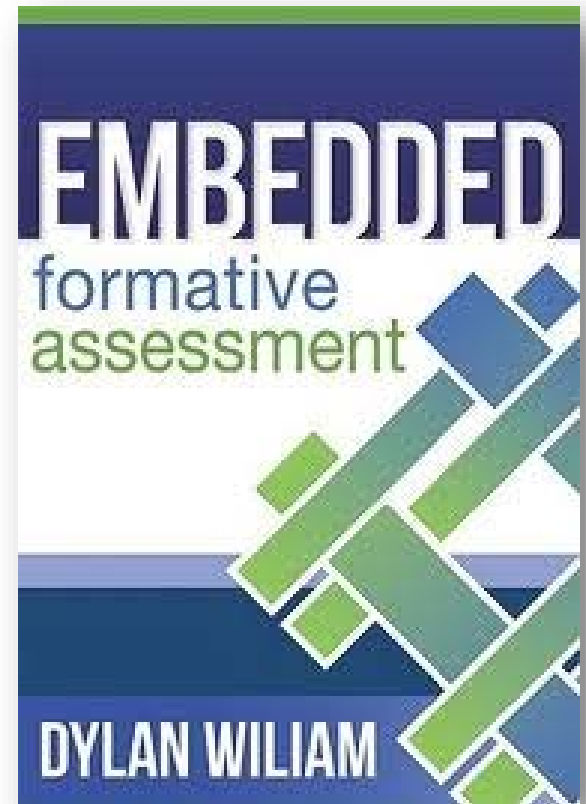
- Assessment at CMU is **driven by questions raised by faculty about student learning & effective teaching** informed by curricular interests, program goals, and the discipline.
- **Assessment is supported by faculty** in the Eberly Center for Teaching Excellence



CONTACT US to talk with an Eberly colleague in person!

#2: Embedded Assessment

- As much as possible, make program assessment fit course assessment
- Use projects, assignments, exams already in place
- Develop consistent rubrics
- Reduce impact of assessment on faculty time
- Increase impact of assessment on utility for faculty



University of MD – Gen Ed Assessment example

UNIVERSITY OF MARYLAND

GENERAL
EDUCATION
@UMD

- Aims to integrate assessment with normal practices of teaching & curriculum development & articulate criteria for meeting GE learning outcomes.
- Each semester Office of Undergraduate Studies surveys faculty teaching GE courses regarding use of GE rubrics and for **comments on how assessment process has been used to improve student learning.**

Assessment in General Education

Faculty review student work using criteria from General Education Rubrics and reflect on how well the course curriculum meets the General Education learning outcomes. Faculty report findings to the General Education Program via Reflection Survey responses.

1. **Select the type of student work to be reviewed**
2. **Review student work according to the criteria in the appropriate General Education Rubric**
 - a. ELMS Speedgrader tool will help with this – see instructions below
3. **Report Findings in the General Education Assessment Reflection Survey**
 - a. You will receive this on June 11 for Spring and January 11 for Fall

St. Olaf – Gen Ed Assessment Embedded

- Each faculty member offering GE course gathers evidence of student learning in relation to **one** outcome for **one** requirement in **one** course
- Faculty members choose **one** Intended Learning Outcome and select an assignment from that course to assess
- Faculty submit data on their assessment of students' achievement on the selected ILO through the **General Education Student Learning Report**



July 2015

TO: Department Chairs and Program Directors
FROM: Marci Sortor
RE: Request for faculty participation in General Education assessment in AY 2015-16

Upon the recommendation of the Assessment Subcommittee of the Curriculum Committee, I ask all faculty teaching one or more General Education (GE) courses to participate in the assessment of the St. Olaf General Education curriculum during the 2015-16 academic year. This will be the *only* college-wide assessment activity requested of faculty next year. The subcommittee believes the process outlined will promote self-reflection for individual faculty, and provide useful information for departments, the Curriculum Committee, and faculty development programs. For continuity, this process closely follows that approved by the Curriculum Committee in 2011-12 for use in the [2011-12 GE assessment](#).

- All faculty teaching a GE course in 2015-16 will be asked to assess **one** GE Intended Learning Outcome (ILO) for **one** GE requirement in **one** course. The assessment approach is completely embedded, relying on work students are already doing to complete course requirements. Faculty do not have to invent any surveys, rubrics, or other assessment instruments; instead, they will simply record how well students demonstrate the outcome of interest in whatever assignments the faculty member believes are most germane to that outcome. Many, if not most, faculty will need to consider only one assignment. Faculty will be asked to describe and reflect on their students' work in a brief, online [General Education Student Learning Report](#), designed to be completed as soon as the faculty member has graded the work.



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#3: Connecting to Broader Institutional Initiatives

- “People don’t want to ‘do assessment’; they want to realize a dream, improve what they’re doing, or be excited by a new initiative.” (p. 12)
- Assessment can be connected to “departmental review, strategic planning, and curriculum revision, or initiatives such as retention, learning communities, distance learning, or enhancing productivity.” (p. 12)

Oklahoma State University –

Assessing holistically, across the curriculum

Holistic approach to assessing general education with the philosophy that the effectiveness of GE should be demonstrated across the curriculum -- *not only in GE-designated courses.*

- GE assessment evaluates student achievement of institutionally recognized competencies in general education including communication, diversity, scientific problem solving, mathematics problem solving, and critical thinking skills.
- The Committee for Assessment of General Education (CAGE), 6 faculty members from variety of disciplines, charged with developing & implementing assessment plan for GE.



UNIVERSITY ASSESSMENT & TESTING

Assessing High Impact Practices

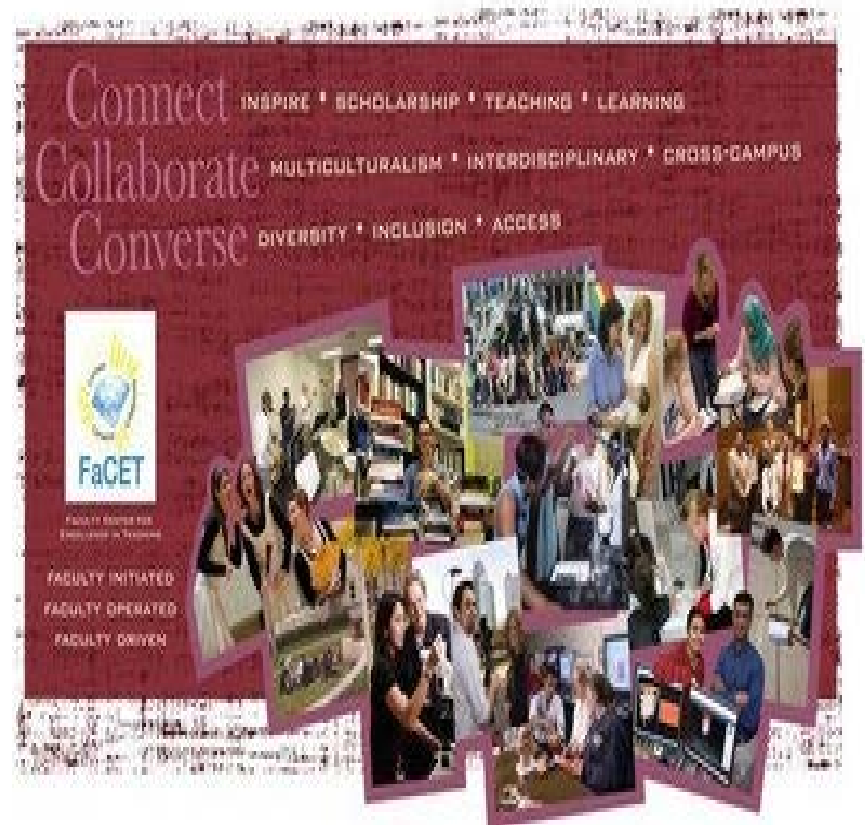
- Interdisciplinary General Education
- Undergraduate Research
- Internships
- Learning Communities
- Study Abroad
- **Capstone**
- Other?

Anderson University (SC) - capstone assessment

- Identified GE skills and knowledge as demonstrated in senior capstone courses.
- Developed performance standards for GE skills that are integrated in senior capstone assignments.
- Gathered and analyzed data from senior capstone assignments through an integrated assessment plan for GE.
- Now using assessment data to inform curricular and pedagogical changes in GE and majors.

#4: Peer-to-Peer Mentoring

- At UMKC: A Faculty-Centered, Faculty-Led Initiative
 - Incredible support provided by the Faculty Center for Excellence in Teaching (FaCET)
 - Invaluable training provided by FaCET Faculty Fellow, and faculty across campus
 - Direct mentoring sessions with individuals and groups available on Wednesdays, or by appointment



Bergen Community College - Assessment Liaisons and Fellow program

- Each department has a designated assessment liaison (academic department liaisons are compensated) with whom assessment fellows provide one-on-one support through all phases of the assessment cycle.
- An Assessment Fellows Program Model

http://www.learningoutcomeassessment.org/documents/Campbell_Fernandez_Rivera.pdf



#5: Systemic Assessment Training for the Next Generation

- New Faculty Orientation
- Preparing Future Faculty (PFF) program
- Using the language of assessment with students
- Reaching out to colleges and departments in their own space



#6: Develop a Smorgasbord of Assessment Resources

- University Assessment website
 - Academic degree assessment
 - General education assessment
 - University Assessment Committee

Office of the Provost

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- [Initiatives](#)
- [Committees](#)
- [Policies and Procedures](#)
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- [UMatters: Faculty & Staff News](#)
- [Provost's Blog](#)

Academic Assessment



Assessment for student learning and institutional improvement is a core value and ongoing activity at the University of Missouri-Kansas City. The primary purpose of assessment is to create an environment that promotes educational excellence through evidence-based dialogue about academic programs and services. Successful assessment accomplishes this by:

- encouraging us to think deeply about the outcomes we desire for our students and the methods by which those outcomes might be encouraged;
- giving us reliable data upon which to measure whether our students are achieving those outcomes or whether our methods are contributing to or detracting from that achievement;
- and stimulating us to achieve and maintain high quality teaching and learning.

Assessment also enables us to communicate the effectiveness of our efforts to a variety of stakeholders and to use resources more wisely in carrying out the mission and goals of the University. Assessment facilitates these functions by:

- providing a basis for communicating our achievements to our constituents in an objective and accountable fashion; and
- providing a basis for making resource allocation decisions.

To receive mentoring on assessment: [Click here](#)

Assessment Home

- [Overview of Assessment](#)
- [Assessment in Academic Degrees](#)
- [Assessment in General Education](#)
- [Assessment for the PEC](#)
- [University Assessment Committee](#)
- [Academy for Assessment of Student Learning](#)
- [WEAVEonline](#)
- [Assessment Resources](#)
- [Contact Us](#)

Assessment Resources

- Assessment Handbook

- Core principles and processes regarding UMKC assessment
- WEAVE guidelines
- Assessment glossary
- 10 FAQs
- Appendices

- Available at

<http://www.umkc.edu/provost/academic-assessment/downloads/handbook-2011.pdf>



The “Assessable Roo” Newsletter



- Published quarterly
- Features excellent work in assessment that is occurring across campus
- Highlights other best practices in assessment

Readings for Engaging Faculty

- “What New Faculty Need to Know about Assessment”
<http://www.learningoutcomeassessment.org/documents/ABfaculty.pdf>
- “Creating a Faculty Culture of Student Success”
<http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/Creating%20A%20Faculty%20Culture%20of%20Student%20Success.pdf>
- *For Assessment Administrators: “Opening doors to faculty involvement in assessment”* (NILOA Occasional Paper No.4).
www.learningoutcomeassessment.org/occasionalpaperfour.htm

Your Reflections...

1. How are you connecting assessment to broader initiatives on your campus?
2. How are you encouraging peer-mentoring on your campus?
3. Based on the other steps we've discussed so far, what other recommendations do you have for engaging faculty?

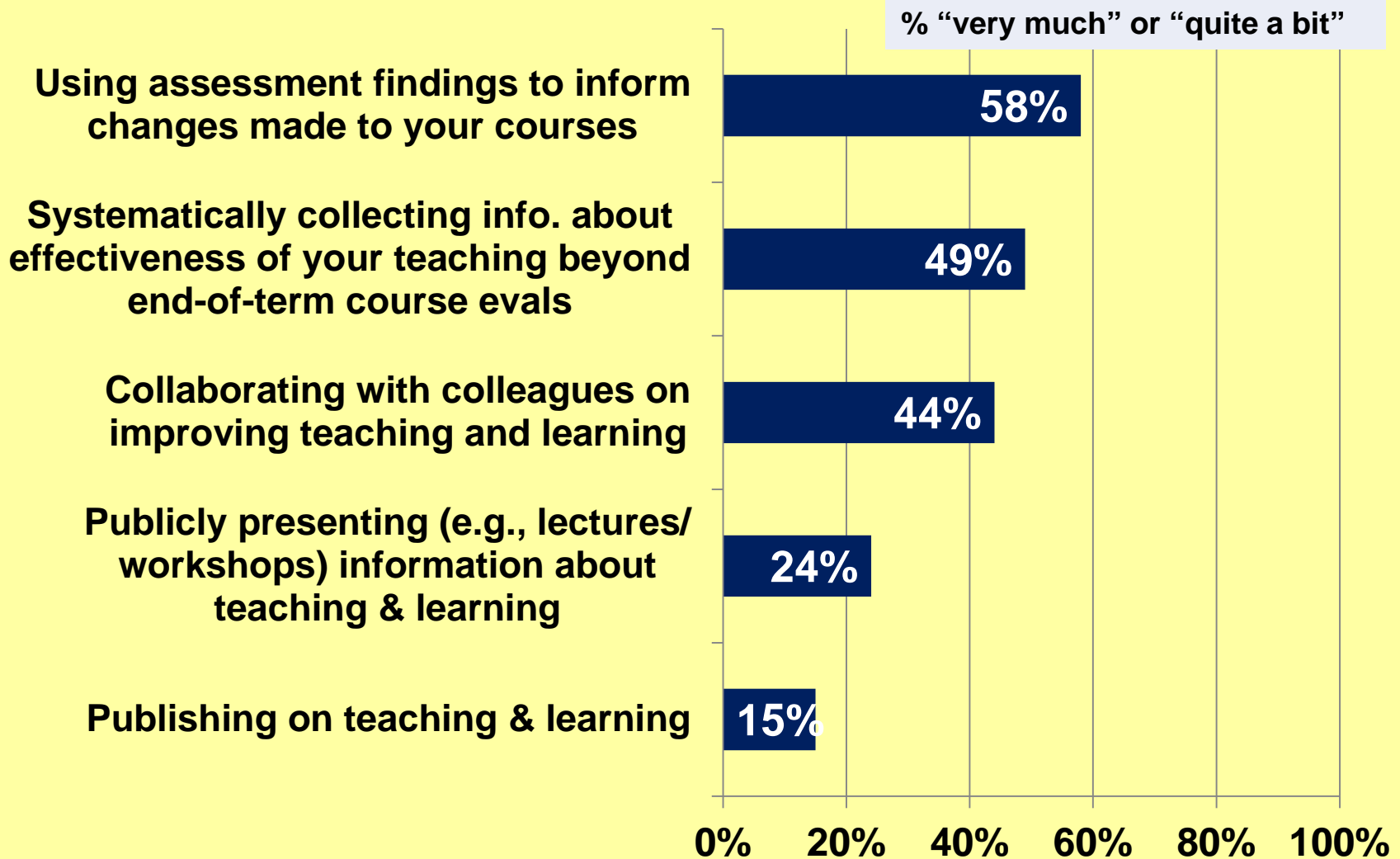
#7 Scholarship of Teaching and Learning

■ “Scholarship Assessed” Standards:

1. Must develop clear goals
2. Must include adequate preparation
3. Must use appropriate methods
 - A. Using longitudinal data
 - B. Running demographic comparisons
4. Should show outstanding results
5. Offer effective communication
6. Consider a reflective critique



Percentage of Faculty Who Incorporated SoTL Methods into Their Work



Results from: FSSE 2014 Scholarship of Teaching & Learning Topical Module, completed by 814 faculty from 10 institutions

Juniata College: Faculty Led Assessment

- Emphasize assessment as scholarly inquiry, as in the literature on the scholarship of teaching & learning.



The screenshot shows the Juniata College website. At the top left is the Juniata College logo with a leaf icon. To the right is a search bar with the text "Search" and a magnifying glass icon. Below the logo is a navigation menu with the following items: "Scholarship of Teaching and Learning", "Mission", "Advisory Board", "Become the Director", "Starting a SoTL Project", and "Faculty Publications". The main content area features a banner image with the text "think • evolve • act" and a photo of two students. Below the banner is the heading "James J. Lakso Center for the Scholarship of Teaching & Learning". The text below the heading states: "The James J. Lakso Center for the Scholarship of Teaching & Learning (SoTL) at Juniata College promotes professional development related to evidence-based practice in higher education. The creation of the SoTL Center at Juniata College was catalyzed by a grant from the [Teagle Foundation](#) in 2008." Below this is a section titled "The goals of the center are to increase:" followed by a bulleted list: "■ open and honest discussion of issues related to teaching effectiveness at Juniata", "■ awareness of the literature on evidence-based practices in education at Juniata", and "■ scholarly teaching at Juniata".

JUNIATA COLLEGE

Search

think • evolve • act

Scholarship of Teaching and Learning

- Mission
- Advisory Board
- Become the Director
- Starting a SoTL Project
- Faculty Publications

James J. Lakso Center for the Scholarship of Teaching & Learning

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The goals of the center are to increase:

- open and honest discussion of issues related to teaching effectiveness at Juniata
- awareness of the literature on evidence-based practices in education at Juniata
- scholarly teaching at Juniata

Benefits of Publishing & Presenting Assessment Practices:

- Forces rigorous assessment methods.
- Improves faculty scholarship in their fields of study
- Provides feedback for your own teaching and assessment practices.
- Provides a community of fellow learners to share ideas and solve problems
- Influences the academy to improve student learning
- Provides professional recognition and advancement opportunities

#8: Promote Curriculum Mapping

Definition

- A method for aligning a program's learning outcomes and courses

A Curriculum Map answers the question:

- Where are what learning outcomes taught in your curriculum?

Benefits

- Proactive approach to improving learning outcomes
- Clarify priorities when there are limited resources
- Enhances coherence by revealing gaps in the curriculum
- Improves communication among faculty
- Encourages reflective practice as instructors
- Supports “major maps” for students
- Refines the assessment plan

Mapping the Curriculum for Learning

- KCKCC's merged their 21st Century Learning Outcomes with DQP to **create 1 outcome profile**
- Faculty mapped course competencies
- Created curriculum mapping database
- Mapping fed series of reports revealing strengths and weaknesses at the **course & program levels**
- Faculty reported assessment data on individual student learning outcomes; aggregated to inform **course, program assessment**



Curriculum Map for Gen Ed

Indicate where SLO is : Introduced Reinforced Assessed

| | Introductory Course | Research Methods | Advanced Content Course A | Laboratory / Practicum Course | Advanced Content Course B | Advanced Content Course C | Advanced Content Course D | Capstone Course |
|---------------------------|---------------------|------------------|---------------------------|-------------------------------|---------------------------|---------------------------|---------------------------|-----------------|
| Content | | | | | | | | |
| SLO 1 | X | | X | | X | | | X |
| SLO 2 | | X | | | | X | | X |
| SLO 3 | X | | | | | | X | X |
| SLO 4 | | X | | X | | | | X |
| Critical Thinking | | | | | | | | |
| SLO 5 | | X | | | X | | X | |
| SLO 6 | | X | | X | | | | X |
| Communication | | | | | | | | |
| SLO 7 | | | X | | | | | X |
| SLO 8 | | X | | X | | X | | |
| Integrity / Values | | | | | | | | |
| SLO 9 | X | X | X | | | | | X |
| SLO 10 | | X | | X | | | | X |
| Project Management | | | | | | | | |
| SLO 11 | | | X | X | | | | X |
| SLO 12 | | X | | | | X | | X |

#9: Student Involvement in Assessment

- Assessment should not be done behind a curtain
- Make assessment transparent for undergraduate and graduate students



Instructions to Faculty:

Making Assessment Transparent to Students

- **Outline the learning outcomes** for your courses and degree, and list in the syllabus and on program website (see Bloom's Taxonomy for assistance on the learning outcomes).
- **Explain the connections** between assignments and the learning outcomes.
- Explain the criteria for evaluating assignments (using a rubric or scoring guide— search on Google for rubrics in your field).
- Have students use the rubrics, give feedback on assignments, and provide opportunities for students to improve their work.

Letting Students Know You've Heard Their Voice



**We've heard *your* voice...
and taken *action*.**

CHANGE #17

60% of UNCW Students Said they consume 1-2 servings of fruits and vegetables per day.

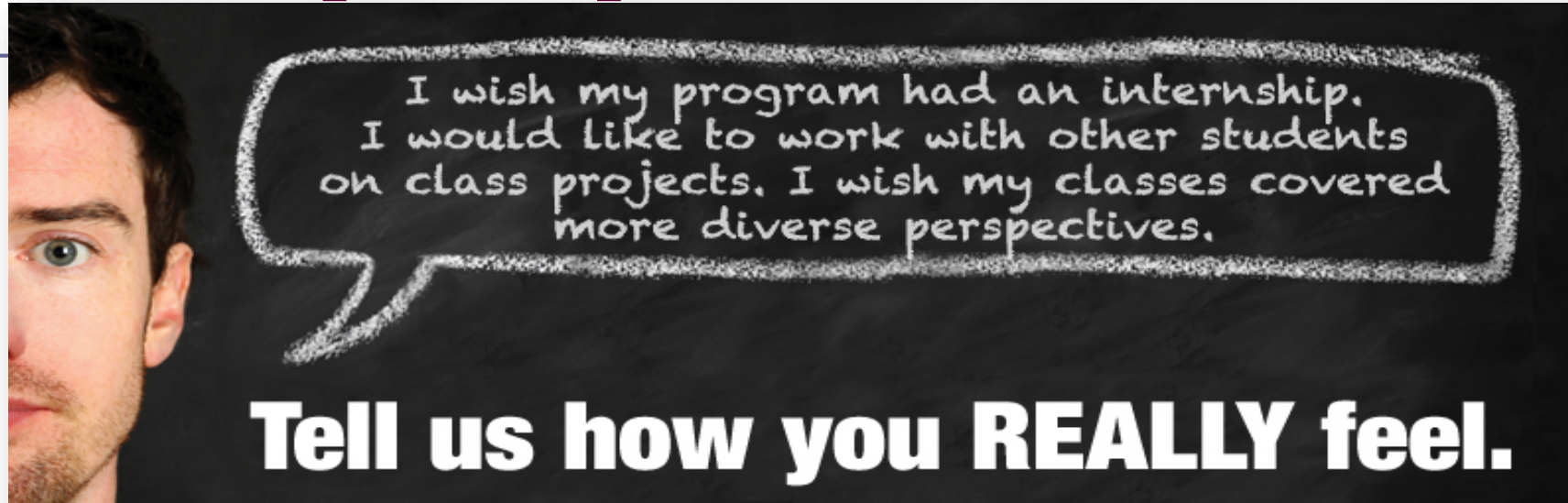
We Responded: Health Promotion provides nutrition programs (e.g., Plate Method Challenge, Smoothies in Sammy's Health Hut) to increase the consumption of fruits and vegetables, and keeps a fresh fruit basket in the office lobby for students to enjoy!

Thank You
for your feedback and time
spent taking surveys about
your UNCW experience.

ABRONS STUDENT
HEALTH CENTER

- Initiative developed by the Office of Student Life Assessment, based on similar program in student affairs at the University of Georgia.
- Communicates assessment findings back to the student body and other constituents.
- Emphasis is placed on demonstrating improvements made due to:
 - response to surveys
 - focus groups
 - other feedback

At IUPUI – NSSE promotion includes how campus responded to results



National Survey of Student Engagement (NSSE)

We're listening.

How helpful are your interactions with faculty? How do you spend your time on campus? How has IUPUI contributed to your academic success? We want to know. That's why we've teamed up with the National Survey of Student Engagement (NSSE)—to ensure that your voice is heard and that we make the IUPUI experience exceptional.

Your college experience matters—to you, and to us. You have the power to make it better, so why not use it? Students' opinions from the NSSE survey have brought about big changes at IUPUI, which include:

- More Themed Learning Communities (TLCs): African-American Perspectives, Crime in America, Health and Wellness, as well as TLCs for prospective engineering and business majors.
- The integration of diversity-related themes into the curriculum for Summer Bridge and First-Year Seminar courses through the University College.

CONTACT US

Misplaced your NSSE email and your link to the NSSE survey? Want more information? Contact us at sgraunke@iupui.edu.

Want regular updates about NSSE? Follow us on [!\[\]\(73002692dd5e7a64e60946be3158e719_img.jpg\) Twitter.](#)

UC Merced – involving students in assessment

- Students working for SATAL are carefully selected and trained to gather different kinds of data on classroom activities and provide confidential feedback.
- SATAL students can offer a number of services (class interviewing, observations, focus groups), depending on the type of feedback instructors or programs want to obtain



Students assessing teaching & learning (SATAL)

#10 Faculty Forums for Assessment

- FaCET mentoring sessions, webinars, and workshops
- Faculty Symposia
- Candid conversations, SWOT Analysis of Assessment
 - Provides a forum for faculty to voice their concerns.
 - Provides potential solutions for challenges and a roadmap for future assessment initiatives.

SWOT Analysis Chart

| | Helpful to achieving the objective | Harmful to achieving the objective |
|--|---------------------------------------|---------------------------------------|
| Internal origin (attributes of the organization) | Strengths | Weaknesses |
| External origin (attributes of the environment) | Opportunities | Threats |

University of Nebraska Lincoln

Goal of Director of Assessment & Assessment Committee to **facilitate faculty dialogue and engagement**

- Utilization Focused Evaluation (Patton)
 - Assessment focused on intended use for intended user
 - Questions use discipline relevant evidence
 - Focus on utility over methodology

UNIVERSITY OF NEBRASKA-LINCOLN



Faculty Assessment Teams



- Many benefits of departmental or college-wide assessment teams
 - Many hands make light work
 - Sharing best practices
 - Peer recognition
 - Faster feedback and guidance on student learning outcomes, measurements, etc.
 - Consistent follow-up

Assessment—A Team Effort

- Who is responsible for assessment and accreditation?
- Assessment and accreditation efforts should be widespread and structurally based, and not based on a particular person



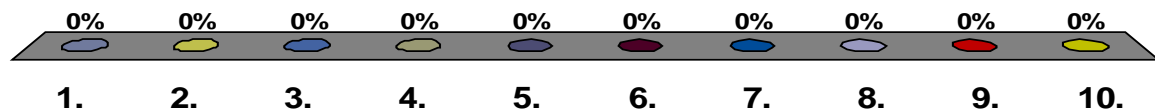
Celebrate Good Assessment Results



- Students:
 - departmental showcase or newsletter
 - student research conference
 - Share student work as models for others
- Faculty:
 - Publish scholarship of assessment
 - Share results with students and other stakeholders
- All:
 - Promote a Culture of Learning on Campus

Which of the following steps might be most useful to you?

1. Connecting to broader initiatives
2. Peer-to-peer mentoring
3. PFF and New Faculty Orientation
4. Scholarship of Teaching and Learning
5. Curriculum Mapping
6. Student involvement in assessment
7. More faculty forums for assessment
8. Assessment as part of P&T
9. Celebrating successes
10. N/A or Other?



Colleague Consult (trios):

Take a moment to think about one of your challenges for involving faculty in assessment.

1. 1 person shares a challenge for involving faculty (2 min)
2. 2 colleagues respond with quick suggestions beginning with “I think we should...” (3 min)

[swap roles]



NILOA Case Studies of Good Assessment Practice

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

- 9 inspirational, instructive accounts of assessment to improve student learning; and summary report.
- **Case themes:**
 - Augustana –assessment review committee’s role in engaging faculty
 - Capella – assessment infrastructure and administrative support
 - **Carnegie Mellon – assessment fostered through Center for Teaching & Learning; creative faculty work**
 - Colorado State – online planning to support improvement
 - **Juniata – assessment as scholarly inquiry; publicly shared data**
 - LaGuardia CC - assess assessment; culture of assessment
 - North Carolina A&T – professional development and culture of inquiry
 - **St. Olaf – faculty-led utilization-focused, backward-design**
 - Texas A&M University – openness and student focused

<http://www.learningoutcomesassessment.org/CaseStudies>

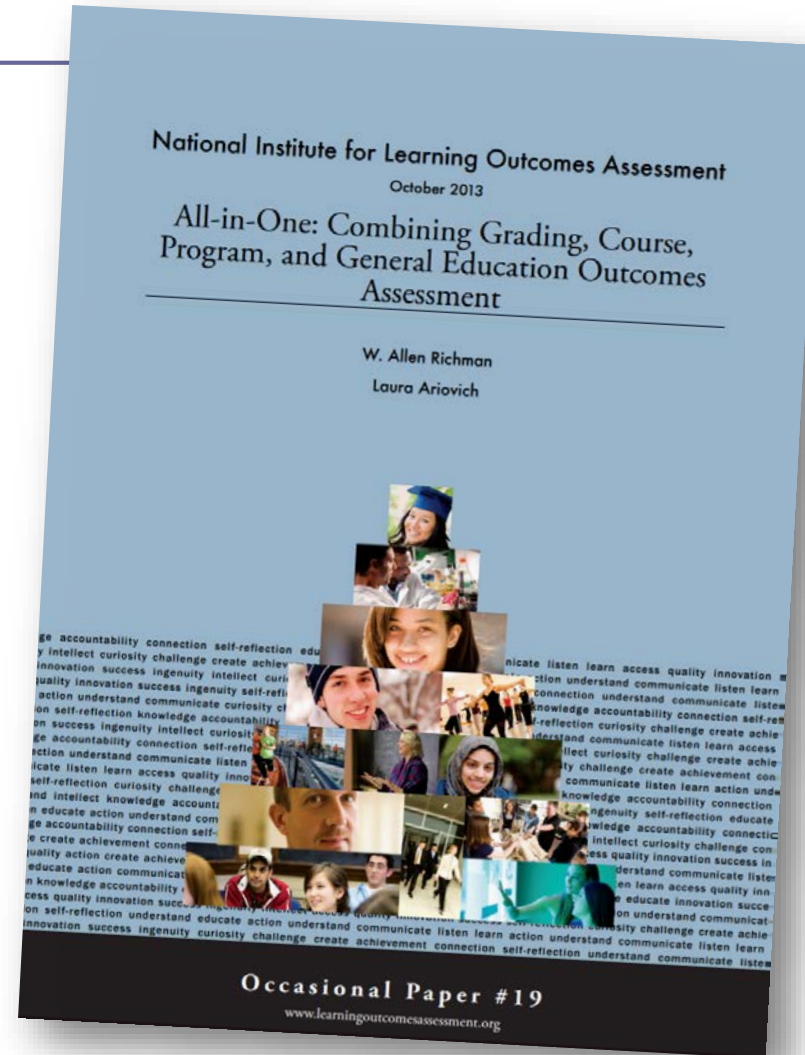
Good Practices from Other Institutions

- Salt Lake Community College has online videos highlighting faculty who have used assessment effectively:
<http://www.slcc.edu/assessment/examples-of-excellence.aspx>
- University of Kansas has an online teaching portfolio that provides examples of faculty assessment projects:
<http://www.cte.ku.edu/gallery/index.shtml> (see “Evaluating student learning” and “Department analysis of learning”)

NILOA Resource – Models for Assessment Practice

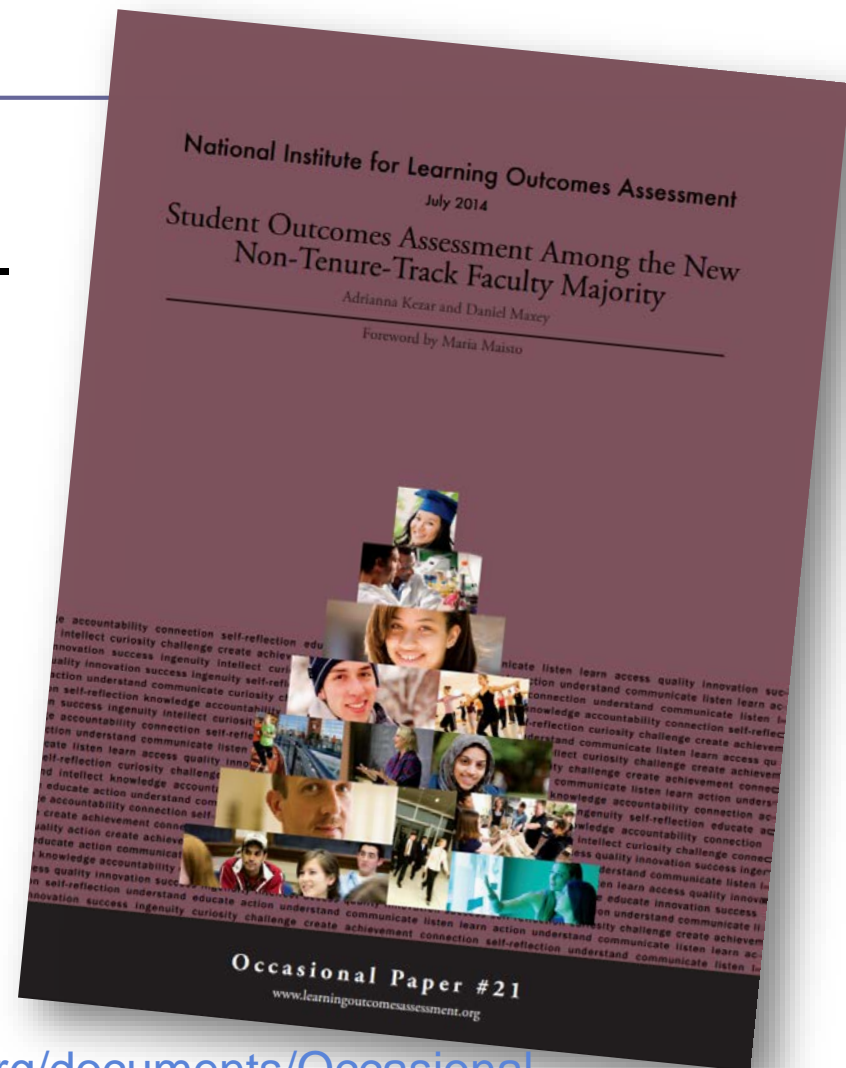
- Describes Prince George's Community College (PGCC) integrated “All in One” assessment model

<http://www.learningoutcomeassessment.org/documents/Occasional%20Paper%2019.pdf>



NILOA Resource – Non Tenure Track Faculty and Assessment

- This paper explores the potential for non-tenure-track faculty to meaningfully contribute to student learning outcomes assessment and outlines policies and practices that can facilitate such contributions.



<http://www.learningoutcomeassessment.org/documents/Occasional%20Paper%2021.pdf>

Questions:

What other strategies for promoting assessment would you add?

What aspects/approaches would you modify of the strategies we've highlighted?

Contact Information



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NSSE and NILOA

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