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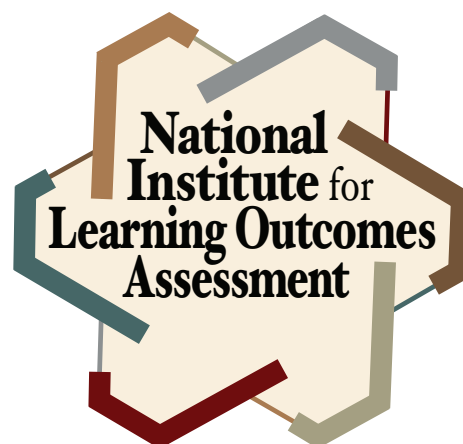
A Framework for Developing Student-Faculty Partnerships in Program-level Student Learning Outcomes Assessment

Nicholas Curtis & Robin Anderson

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The National Institute for Learning Outcomes Assessment (NILOA), established in 2008, is a research and resource-development organization dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning.

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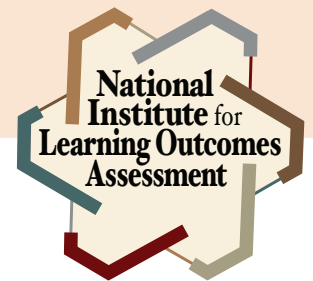
Abstract

In her April 2010 NILOA paper, *Opening Doors to Faculty Involvement in Assessment*, Pat Hutchings called for institutions to involve students in assessment, citing the potential to increase faculty engagement. In Curtis and Anderson (2020), the first author interviewed numerous partnership experts in both the United Kingdom and the United States regarding student-faculty partnerships and the extent to which students currently engage in the assessment process. Findings from the study make it clear that there currently exists little student-faculty partnership in assessment at the program- or system-levels. Combining existing research on partnership and the expert responses from the Curtis et al. study, we present a framework, based on prototyping, for developing student-faculty partnerships in program-level student learning outcomes assessment.

A Framework for Developing Student-Faculty Partnerships in Program-Level Student Learning Outcomes Assessment

Nicholas Curtis & Robin Anderson

A decade ago, Pat Hutchings (2010) stated in her NILOA paper that "bringing students more actively into the process of assessment may well be the most powerful route to greater faculty engagement" (p. 16). Nine years later, Tyszko and Sheets (2019) in their NILOA paper encouraging assessment and learning partnerships with employers, stated that "such a partnership has the potential to unlock new learning pathways that can meet the needs of today's diverse learners" (p.7). In 2017, Natasha Jankowski, Director of the National Institute for Learning Outcomes, called on participants of the Assessment Network of New York conference to develop assessment processes in collaboration with students. We agree with these statements and that engaging *students* in program- and institutional-level learning outcomes assessment through partnership also has the potential to bring about a fundamental change to the assessment process and expand the use of assessment findings for learning improvement (Fulcher et al., 2014). Throughout the process of program assessment, faculty and/or staff are asked to make implicit assumptions about the experience of students. To the extent that these assumptions do not reflect actual student experiences, the validity of any information produced from the program assessment process may be compromised. Such critical threats to validity pose difficult questions about our current practices in higher education. Partnerships between students, faculty, and staff may provide the answers. To overcome these challenges, we propose developing prototype partnership initiatives in order to scale student-faculty partnership work to the program- and institutional-level. As we will discuss below, research and practice have shown that student-faculty partnerships can enhance learning in the classroom. We believe that so too can student-faculty partnerships improve the use of assessment results for learning improvement at the program and institutional levels. Combining previous research and the perspectives of multiple student-faculty partnership experts (Curtis & Anderson, 2021), we lay out a framework for developing student-faculty partnerships in program-level student learning outcomes assessment through three stages: setting the stage for prototypes, developing prototypes, and then leveraging successful prototypes. Once these prototypes are developed, they can then be disseminated to various institutions where they can serve as pilots prior to widespread implementation.

What is Student-Faculty Partnership and Why Do We Need It?

Cook-Sather, Bovill, and Felton (2014) define student-faculty partnership as "a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis" (p. 6-7). Student-faculty partnership models differ from the traditional structure of power in higher education (professors sharing some of their knowledge with students). Yet, partnerships do not provide students with unchecked power. Rather, these partnerships allow for a more equal and efficient use of both student and faculty perspectives to come to a better resolution than either could alone. Evidenced examples of student-faculty partnership include student involvement in course design and redesign (e.g., revising course objectives

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and materials), classroom-level assignment design (e.g., collaborative essay writing, collaborative selected response creation), students as teaching and learning consultants (e.g., observe teaching and give feedback from student perspective), student co-teaching (e.g., selected topic presentations), and peer grading and feedback mechanisms. The benefits of such work are numerous for both students and faculty.

Cook-Sather, Bovill, and Felton (2014) describe the outcomes for students and faculty in partnership as threefold. First, student-faculty partnerships lead to student benefits related to enhanced engagement: confidence, motivation, enthusiasm, and engagement in process over outcomes (Cook-Sather, 2010; Cook-Sather, 2011; Healey, Flint, & Harrington, 2014; Sambell & Graham, 2011). Second, student-faculty partnerships lead to student benefits related to enhanced awareness: improved metacognition and a stronger sense of identity (Bain & Zimmerman, 2009; Bain, 2012; Cook-Sather, 2014). Finally, student-faculty partnerships lead to student benefits related to enhanced learning experiences: more active learning, understanding pedagogical intent, and taking responsibility for learning (Gibson, 2011; Healey, Flint, & Harrington, 2014; Werder, Thibou, & Kaufer, 2012). The benefits of student-faculty partnership, however, are not limited to students.

Research suggests that student-faculty partnerships can lead to faculty outcomes similar to those achieved by students. First, partnerships lead to faculty benefits in enhanced engagement: transformed thinking about pedagogy, understanding of learning from different viewpoints, and the conceptualization of learning as collaboration (Bovill, 2014; Bovill, Cook-Sather, & Felton, 2011; Werder & Otis, 2010). Second, partnerships lead to faculty benefits in enhanced awareness: improved metacognition and deeper identity as a teacher-scholar (Cook-Sather, 2011; Cook-Sather & Agu, 2013). Finally, student-faculty partnerships lead to faculty benefits in enhanced teaching: increased reflective and responsive practice and creation of collaborative classrooms (Felton, et.al., 2013; Werder & Otis, 2010). Unfortunately, there are few program-level examples and a lack of relevant theories to support the empirical evaluation of student-faculty partnership in program-level student learning outcomes assessment.

Imagine that you are placed in charge of developing a new academic program. It is your charge to direct significant amounts of time, money, and energy into the development of this new program. It would be reasonable to expect some evidence showing that students were in fact developing and learning in the ways you expect. What then, if your faculty reviewed the results of your program assessments and inferred that your new program is not working; students are not acquiring the knowledge, skills, and dispositions that you diligently worked towards? Consider though, that this is only one interpretation of the assessment results. If your assessment team had included students as partners in the interpretation process, the students could have pointed out that while the information faculty intended to be assessed by these instruments was part of the curriculum, so were a variety of other, closely related topics that were easily confused with the desired responses. With this information, the inference is not that the program does not work as intended, it is that the specific programming is focusing on one set of information that is competing with similar information. These two inferences lead to two different actions, neither of which are likely to be successful if the inferences are incorrect. This situation, based on a real occurrence, is just one example of the potential benefits of student partnership in program-level student learning outcomes assessment. In fact, we believe that student-faculty partnership has potential benefits at all stages of the assessment process.

Despite the potential benefits to both students and faculty, we need to be cautious in our approach to these new partnerships. Instead of blindly introducing students into the complex world of program-level assessment, we might do better to engage in prototype processes to better understand how to partner effectively with students. Currently, through our work and the examples we have gathered through a variety of workshops and presentations, we have several examples of proof of concept. When we talk about a proof of concept, we are talking about a small initiative or even a part of an initiative to determine whether our ideas are feasible. For example, the first author has informally tested whether student facilitators for assessment-related focus groups produced different information than faculty facilitators. Results indicated that student facilitated focus groups resulted in not only more but also different information than those facilitated by faculty members. In another example, at Palo Alto College, the institution implemented an initiative to increase students' awareness of the institution's learning outcomes (Bailey & McDevitt, 2019). This proof of concept exercise demonstrated that "the increased visibility of the ILOs have created more uniformity of expectations among faculty and transparency for students" (p. 2). Such exercises give us evidence that our ideas are viable and provide us insight as we move toward the development of prototypes. Prototypes serve as initial versions of our assessment processes that can then be used to inform us of how the process works. A fully developed student-faculty partnership prototype can both expand our ideas and explain how to implement such partnerships. Once we have developed prototypes, we can then disseminate them and implement pilot programs to better research the impact of student-faculty partnerships in program-level assessment. However, there is work to be done prior to engaging in student-faculty partnership prototypes.

Setting the Stage for Prototypes

There are three steps we suggest considering prior to engaging in prototypes. These include defining partnership at the program-level, considering the challenges of partnership at the program-level, and considering factors in higher education that may influence such partnerships.

Defining partnership at the program-level. In order to begin moving program-level assessment partnership forward, we offer a common definition of partnership. A common definition may help to avoid conflating partnership with student representation models and avoid reverting to student-input models. For several decades, it has been a common (or required) practice at many universities to have student representatives on university committees (Lizzio & Wilson, 2009). While it often proves beneficial to include students in such practices, we differentiate this process from partnership as it can be unfair to ask one student to represent all students in discussions about an entire program or institution. Another common way of incorporating student voice into the workings of higher education has been to ask students for their input on a topic (perhaps using a survey or focus group) and then have faculty or staff interpret the responses, make plans to act on the interpretations, and then proceed with any actions. While including the 'student voice' in our decision-making processes is better than not doing so, partnering with students to be able to provide their perspective from their own lens is a potentially more powerful way of doing so. Partnership is inherently different from inclusion of voice, representation, and feedback. It is a different type of relationship and power structure including different roles and responsibilities for faculty and students.

Despite the potential benefits to both students and faculty, we need to be cautious in our approach to these new partnerships. Instead of blindly introducing students into the complex world of program-level assessment, we might do better to engage in prototype processes to better understand how to effectively partner with students in these processes.

Thus to provide a focused definition of the practice we are advocating, we adapted the partnership definition provided by Cook-Sather, Bovill, and Felton (2014) to fit to program-level assessment: *A collaborative, reciprocal process through which all participants (e.g., students, faculty, assessment practitioners, educational developers) have the opportunity to contribute equally, although not necessarily in the same ways, to program-level assessment practices including, but not limited to, developing and interpreting objectives, developing and mapping program-theory, developing/administering assessment protocols, analysis of assessment information, making interpretations, sharing results, and most importantly, working to improve the educational experiences designed to help students learn.* Student-faculty partnership work itself should help refine this working definition further.

Challenges of partnership work in program-level assessment. To build successful partnership efforts, we need to anticipate the challenges we may face. Many of the partnership challenges observed at other levels and in other areas are likely to pose similar challenges in assessment work. Some challenges that we might anticipate include faculty or students exhibiting resistance to change, the need for resources, and navigating power structures (Curtis & Anderson, 2021). The current system of program-level assessment in the United States does not incorporate (or mention) students other than as sources of information. Given that assessment has "worked" for over 30 years without partnership, it may be challenging to convince stakeholders that student-faculty partnerships are necessary in assessment work. Yet, making the argument for partnership in assessment work should not be challenging and, if presented correctly, can be convincing and compelling. One of the respondents in the Curtis (2018) study felt strongly about this idea; "*So, you would be pretty stupid if you didn't develop your understanding on the basis of what the experience in that stakeholder is. It is just better teaching and learning for everyone.*" We should also be mindful that convincing students of the value inherent in partnership work might be more difficult in program assessment as students may not initially perceive the importance or relevance of assessment.

Student-faculty partnership work is also challenging in that it may require additional time, funding, and resources compared to more traditional processes (Curtis et.al., 2020). We will need to identify what resources are necessary, where we can obtain such resources, and how to maintain and expand those resources. Working in assessment partnerships is likely to require more time than our current system of faculty-driven work. A respondent in the Curtis (2018) study wisely noted, "*If you are going to try to do something collaboratively and collectively, it always takes longer than if you are going to make it dictate from the top down.*" Working with students as partners will also require us to provide some form of compensation for the students' work. Whether this is monetary, course credit, or another form of compensation such as marketable experience, it likely will require additional funding. Yet, if we believe that our current system provides incomplete and possibly inaccurate information, because our assumptions do not reflect actual student learning experiences, these tradeoffs should be more than a palatable compromise for better teaching, learning, and assessment. Even with sufficient resources, inherent differences between students and faculty will pose challenges in our work.

In creating student-faculty partnerships in program-level assessment, we likely exacerbate the power, knowledge, and experience differential noted in virtually all student-faculty partnership efforts (Elon University, n.d.; Healey, Flint, and Harrington, 2014; Marquis, Black, & Healey, 2017; Streul & Wilkes, 2019). No matter the topic of a partnership,

we must find ways of reducing the knowledge and experience differential between all partners. Given it is likely students are almost completely unfamiliar with program-level assessment practices, this may be especially true for students' differential knowledge in the partnership. Yet, students do not need to become program-level assessment experts in order to contribute to a partnership focused on program-level assessment. One of the central tenants of partnership is that each partner brings a different strength to the table. If students become overwhelmed by unfamiliar jargon and novel processes, their ability to contribute may be diminished. One way of addressing this issue might be to provide a scaffolded introduction to the basic tenets of program-assessment and educational development. In doing so, students would build enough knowledge and experience to be able to apply their perspective as a student during discussions about the assessment process.

The knowledge and power differential will affect faculty as well. Student-faculty partnerships in program-level assessment will depend upon faculty who are willing to open those processes and procedures to students that are traditionally open only to faculty (e.g., defining program-level outcomes, designing educational experiences, designing assessment measures, interpreting data, suggesting and enacting changes to current processes). Engaging students in systems-level processes will allow students to explore the "backstage area" of higher education. This requires individuals who are willing to take a perceived, and sometimes actual, risk. Thus, it may be best to seek out faculty partners who would be more comfortable doing so; likely those who are tenured, focused on good teaching and learning practices, and are familiar with program-level assessment practices. The impact of knowledge and experience differentials on the success of a partnership project likely fluctuates with the complexity of the topic.

Other factors in higher education. Experts in the Curtis and Anderson study (2021) were clear in their belief that the culture of higher education will dictate how partnership efforts are received. Among the many aspects of our current higher education culture, there are two particularly salient ones. First, there is a continued movement toward increased educational development practices and a focus on better teaching and learning. We can capitalize on this movement as partnership seeks the same outcome. For this and other reasons, we should seek to include educational developers, instructional designers, learning designers, educational psychologists, and other teaching/learning experts as partners in our efforts. Second, many stakeholders in higher education (students, parents, legislators, faculty, etc.) are asking for better evidence of learning as a result of time spent at an institution. Student-faculty partnerships in program-level assessment give us new information that may lead to stronger evidence of such learning.

Disruptions to Higher Education

Partnering with students in the assessment process is even more important during times of disruption, when students' learning experiences are changing rapidly. For example, during the COVID-19 pandemic disruption, higher education experienced rapid and profound change in the method of instructional delivery. Instructors and assessment professionals were acutely aware of the changes occurring; however, with the increased physical distance from our students we were challenged to understand the extent of the impact of the disruption on the educational process. Engaging students as partners provides opportunities to better understand the educational interventions that students

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Developing Prototypes

In order to move program-level assessment partnership forward, we need to consider who are the people working in partnership, what are the expected benefits and outcomes of partnership on learning, how to leverage a model of improvement to showcase partnership, how to leverage partnership to build program-level interest, and how to build on proof of concept ideas from examples in the classroom-level, program-level, and those suggested by both student and faculty partners.

Who are the partners in this work? For partnership efforts in program-level assessment to be successful, we need to ensure that the most relevant stakeholders comprise the partnerships. While all stakeholders in higher education (e.g., administrators, researchers, community members) could provide a different and useful perspective and experience to a partnership, some stakeholders are likely to provide more benefits than others. Primary partners in these efforts should include students, faculty members, assessment experts, and educational development experts (Curtis, 2018). Ann Damiano (2018), in her NILOA Viewpoint, *Bringing Student Voices to the Table: Collaborating with our Most Important Stakeholders*, talks of engaging with students using multiple approaches, including representation and partnership models. Student representatives who sit on the sub-committee are charged with reviewing annual assessment reports. The institution also shared climate and other survey data, indicating LGBTQ+ students and students of color reported being disenfranchised, with student leaders who partnered with the institution to use the data to identify and develop interventions. "Hearing students' interpretations of the assessment results had a profound and visible impact on the faculty gathered that morning, and it led to professional development opportunities in inclusive learning as well as measurable behavioral changes throughout the year" (Damiano, 2018, p. 4). Without these perspectives in partnership, a key set of experiences and perspectives would likely be missing from the assessment process.

Expected benefits and outcomes. Given that this work is focused on assessment practice, we would be remiss if we did not apply assessment and evaluation to our own efforts. We need to provide evidence as to whether partnership efforts are successful. In order to provide such evidence, we need to define what success looks like. Initially, we can draw from the identified global benefits to partnership efforts. Potential outcomes include:

- Better teaching, learning, and assessment (e.g., Learning outcomes measure results before and after partnership efforts)
- Better and/or novel information (e.g., Independent ratings of the quality of assessment information)
- Examination of student-faculty partnership as a threshold concept (e.g., Do partnership efforts qualitatively change the way stakeholders engage in assessment even after partnerships have ended?)
- Examination of the outcomes related directly to students (e.g., Knowledge and Skills, Sense of Belonging and Engagement, Metacognition, etc.)
- Examination of the benefits to different perspectives (e.g., Qualitative record of examples of different perspectives from different stakeholders in the partnership process)

The outcomes presented here are suggestions with which to begin the process of evidence collection.

Making improvement more likely. The model of improvement presented in the NILOA occasional paper, *A simple model for learning improvement: Weigh pig, feed pig, weigh pig* by Fulcher et al. (2014) can be advanced by incorporating student-faculty partnership. In the initial and final steps of 'weighing', if the scale used is not actually measuring pig weight, but pig weight and something else (e.g., height, body mass, color), then it doesn't really matter if the 'weight' changes because we never had an accurate measure of weight anyway. In the middle step of 'feeding', the model currently seeks faculty input in the current educational programming and educational developer input in developing new educational programming. The problem here is that students are the only ones who are experiencing the current educational program and the only ones who will experience any changes to it. Without the involvement of those students, our thoughts about the intended educational experiences, whether before or after making changes, are not going to relate to the actual experiences of our students. Adding student-faculty partnership to these processes addresses both issues. Students have a specific perspective that can identify whether our assessment processes are capturing unwanted things or aren't capturing the true picture of what is happening. They are also the only ones who can provide a perspective of experiencing educational programming. These are compelling reasons to consider student-faculty partnership in assessment and improvement efforts at the program-level.

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Increase interest in program-level work. Participants in the Curtis study (2018) were experts in student-faculty partnership; however, only a minority were familiar with program-level assessment processes. Even so, discussions about student-faculty partnership in program-level assessment spurred interesting and deep conversations about the benefits of thinking and assessing at the program-level rather than the classroom-level. Anyone who has worked as a consultant in program- or institutional-level assessment work will be familiar with the difficulty many faculty have in understanding the need for such work. The misunderstanding is most often a byproduct of the enthusiasm each faculty member has for their individual courses. Faculty member have control over their own courses, interact frequently with students in their courses, and often are experts in the topics of those courses. Without significant reframing and lengthy discussions, it can be difficult for faculty members to understand why they should care about things outside their own classroom (e.g., students don't experience a single class in isolation, programs span multiple courses that should work together, etc.). Without such an understanding, assessment outside of the classroom does not make sense. This is sometimes colloquially referred to as the "level problem." Moving forward, if after considering student-faculty partnerships, increased interest in program-level thinking is common to many faculty members, then we may be able to leverage such enthusiasm to spur interest more widely. Continuing down that line of thinking, student-faculty partnerships in program-level assessment may have the potential to address the "level problem" in the field of program-level assessment.

To advance student-faculty partnership in program-level assessment work, we will need to have some proof-of-concept, prototype work to build upon. Thus, we should initially draw from classroom- and program-level efforts, and ideas generated during the current

study. Seed ideas for work in student-faculty partnership in program-level assessment include:

- Developing and evaluating partnerships in program-level portfolio assessment. This work could include both self- and peer-assessment;
- Developing and evaluating program-level assessment questions in partnership;
- Developing and evaluating novel program-level assessment methods. Allowing partnership efforts to help think 'outside-the-box;'
- Collecting and interpreting qualitative information in partnership through student-led focus groups;
- Providing formative feedback on the learning experiences designed to enhance program-level learning;
- Working in partnership to define motivations for and reflections on program-level learning;
- Working in partnership to co-create program-level educational experiences;
- 'Translating' program-level student learning outcomes for each cohort of students in ways that are meaningful to them;
- Working in partnership to interpret program-level assessment information and to compose reports;
- Working in partnership to share and present program-level assessment information; and
- Working in partnership to use program-level assessment information to inform improvement efforts to educational programming.

Future ideas for representative partnership efforts in program-level assessment. It should be noted that these proof of concept ideas are primarily from the perspective of faculty members familiar with student-faculty partnership work. These ideas were not generated in partnership with other stakeholders, and thus, additional and perhaps more powerful ideas may be constructed in partnership with students. Readers interested in engaging in partnership work may be best served by working with students at their institution to identify unique areas of need and interest. As with assessment work in general, what works best in one program may not work at all in another.

Leveraging Successful Prototypes

In order to continue to increase the use of student-faculty partnerships in program-level assessment, we would need to build a community of shared practice across institutions and practitioners. As prototypes are disseminated and pilot efforts are successful in achieving desired outcomes, research on pilot efforts should be published to highlight why the efforts were successful and to encourage others to emulate such practices. In this way, we can advance the scholarship and support student-faculty partnership efforts. As Curtis, Anderson, and Brown (2020) note:

> Because faculty and student partnerships can take many different forms at many different points along the assessment cycle, it will be important that early implementers are able to assess and communicate effectively to stakeholders which of the student-faculty partnerships produce intended outcomes and which ones do not. Only through the rigorous assessment

and evaluation of our initiatives will we be able to understand where we should place resources and energy and where we should not.

Partnership and the validity argument for the interpretation of program-level assessments. Perhaps the most compelling reason to engage in student-faculty partnership in program-level assessment is that it provides a direct and elegant solution to threats to validity deriving from a lack of understanding of the student learning experience. Indeed, this is one of the main drivers for engaging students in any higher education process. By engaging our students as partners in the process, we make it much more likely that our information is free from misinterpretations both from irrelevant information and from underrepresenting our constructs of interest. As a practical example, in situations where institutions lack diversity among the faculty and/or administrators, decisions have been made "in the best interest" *of students*. Unfortunately, because of the necessities of policy making, *students* in a program are often considered as a homogenous whole. Engaging in partnerships with students may increase the number of diverse voices included in our program-level decision making processes. Because the decisions are then informed by actual student experiences, they are more likely to be effective. This is just one timely example of how student-faculty partnerships may impact our program-level work for the better.

Conclusion

In 2010, Pat Hutchings called for institutions to involve students in assessment. We propose that this involvement take the form of student-faculty partnership at the program-level. By developing student-faculty partnership prototypes, assessment professionals can evaluate and document the impact of these partnerships on the effectiveness of our assessment processes and on improving student learning. However, as we hope to expand on these prototypes and scale them across the higher education landscape, we must first set the stage for our prototypes by defining our work, acknowledging challenges, and considering the current systems within which we already work. Once prototypes are successful, we must carefully leverage those models to support future efforts. Unfortunately, the success of a prototype alone will not result, by itself, in widespread adoption of partnership efforts. We must continue to build evidence for the efficacy of such work that also accounts for any additional time, effort, and resources partnership work may require. We believe that working with our students in partnership is a better way of engaging in assessment at all levels. It provides opportunities for greater equity and inclusion in our processes, stronger evidence for the validity of our interpretations and is likely to result in more impetus for changing our systems of learning and development.

By developing student-faculty partnership prototypes, assessment professionals can evaluate and document the impact of student-faculty partnerships on the effectiveness of our assessment processes and on improving student learning.

Note: The content of this article was drawn substantively from the first author's doctoral dissertation exploring student-faculty partnership in program-level assessment (Curtis, 2018).

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About the Authors

Nicholas Curtis serves as the Director of Assessment at Marquette University. In this role, Dr. Curtis provides leadership and support to the Marquette community in the assessment of student learning and development outcomes for the purpose of informing large-scale student learning improvement efforts. Dr. Curtis also serves as the Editor-in-Chief of the peer-reviewed journal *Research & Practice in Assessment* (RPA). Dr. Curtis earned his Ph.D. in Assessment and Measurement from James Madison University with a dissertation focused on student partnership in higher education learning outcomes assessment. His research areas include student partnership in higher education assessment, validity in higher education assessment, student learning improvement/innovation, measuring and developing cultural competence and responsiveness, measuring and developing student identity, and improving performance assessment methods.

Robin D. Anderson serves as the Academic Unit Head of the Department of Graduate Psychology at James Madison University. The Graduate Psychology Department houses the Assessment and Measurement doctoral program, from which she graduated. Dr. Anderson also developed and coordinates JMU's online Higher Education Assessment Specialist Graduate certificate. She has worked within the Virginia Community College System and as a consultant on numerous program evaluation and accreditation-related projects. Having previously served as founding editor of *Research & Practice in Assessment* (RPA), Dr. Anderson returned to the editorial staff where she serves as the journal's Senior Associate Editor. Her own scholarly work involves several interprofessional teams of faculty and students that engage in instrument development and advancing assessment practice, particularly in the area of STEM education.

About NILOA

- The National Institute for Learning Outcomes Assessment (NILOA) was established in December 2008.

- NILOA is co-located at the University of Illinois and Indiana University.

- The NILOA website contains free assessment resources and can be found at http://www.learningoutcomesassessment.org.

- NILOA supports institutions in designing learning experiences and assessment approaches that strengthen the experience of diverse learners within a variety of institutional contexts.

- NILOA works in partnership with a broad range of organizations and provides technical assistance and research support to various projects focused on learning throughout the U.S. and internationally.

- NILOA's Vision is to broaden the dialogue and conversation on meaningful and sustainable assessment practices that address issues of design and implementation, and position institutions, organizations, and individuals to achieve their goals.
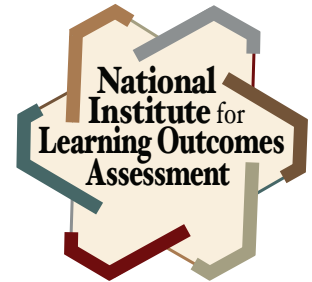
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