To address the needs and challenges identified through the listening tours, we developed the Assessment Leadership Institute (ALI). The ALI is modeled on a three-year professional development program focused on improving faculty knowledge, skills, and attitudes toward assessment. The goals of the ALI are to: (1) increase or improve the quality of assessment in each participating academic program; (2) improve relationships among faculty members, staff, and students in each program at the local, disciplinary, and university level; and (3) increase the number of faculty members with positive attitudes toward assessment.

**Assessment Leadership Institute**

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**Why Faculty Development?**

- An approach to external accreditation mandated the University of Northern Colorado (UNC) to examine its processes and improve the quality of its programs.
- Working with the University Assessment Council, the Director of Assessment appointed a faculty member (the ALI Coordinator) to design and implement a program focused on improving the quality of assessment in each participating academic program.
- The Faculty Assessment Fellows conducted listening tours with faculty members in their colleges to identify needs and challenges associated with improving program-level assessment activities.
- From the listening tours, the Faculty Assessment Fellows identified the following needs and challenges:
  - Faculty members need more time to develop and improve assessment plans.
  - Faculty need support to conduct assessment-related scholarly work.
  - Faculty need to understand the role of assessment in academic and program-wide decision making.
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**How Was the Institute Effective?**

**Study Questions:**

- What is the role of faculty in developing and implementing assessment plans?
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**Table 1. Description of ALI Activities.**

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Description</th>
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<tbody>
<tr>
<td>Workshop 1: Introduction to Assessment and Institute</td>
<td>Overview of ALI, assessment practices, and role of the ALI Coordinator.</td>
</tr>
<tr>
<td>Workshop 2: Program Mission Statement</td>
<td>Faculty develop a program mission statement and assess its alignment with the university mission.</td>
</tr>
<tr>
<td>Workshop 3: Core Concepts of Assessment</td>
<td>Faculty explore the core concepts of assessment, including the roles of faculty, staff, and students in the assessment process.</td>
</tr>
<tr>
<td>Workshop 4: Assessment Plan Sustainability and Data Analysis</td>
<td>Faculty develop a sustainability plan and data analysis plan for their assessment plans.</td>
</tr>
<tr>
<td>Workshop 5: Assessment Methods and Performance Criteria</td>
<td>Faculty choose assessment methods and performance criteria that align with their program goals.</td>
</tr>
<tr>
<td>Workshop 6: Data Collection</td>
<td>Faculty design and implement data collection methods.</td>
</tr>
<tr>
<td>Workshop 7: Assessment Plans</td>
<td>Faculty develop and implement assessment plans.</td>
</tr>
<tr>
<td>Workshop 8: Assessment Plan Revision</td>
<td>Faculty revise their assessment plans based on feedback from program stakeholders.</td>
</tr>
<tr>
<td>Workshop 9: Assessment Plan Implementation</td>
<td>Faculty implement their assessment plans.</td>
</tr>
<tr>
<td>Workshop 10: Assessment Plan Evaluation</td>
<td>Faculty evaluate the effectiveness of their assessment plans.</td>
</tr>
</tbody>
</table>

**Data Collection and Analysis:**

- We collected quantitative and qualitative data from program and faculty participants in the Assessment Leadership Institute. Data collection and analysis methods are described in Table 2.

**Results:**

- 97% of faculty participants reported an increase in their confidence to assess program-level student learning after participating in the ALI.
- 81% of faculty participants described relevant characteristics of effective assessment plans.
- 33% increase in the number of participants describing relevant characteristics of effective assessment plans (Figure 2).
- 100% programs (16 out of 16) had improved assessment plans (Figure 2).
- 97% of faculty participants identified the need for more time to develop and improve assessment plans.
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**Acknowledgements and More Information**

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For More Information Contact

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