ASSOCIATION FOR GENERAL AND LIBERAL STUDIES
2010 AGLS Awards for Improving General Education:
Effective Program Processes

Award Information and Application

Increasingly national education officials, accreditors, and faculty leaders associate "quality" education with student learning outcomes and continuous quality improvement processes. Academic leaders and accrediting bodies discourage the view that education is a simple matter of a static body of knowledge passed from faculty to students. Instead, they value education practiced as commitment to a set of collectively-practiced ongoing activities: making *institutional choices* about the most important goals for student learning and defining the learning in terms of desired outcomes, developing a shared faculty commitment to *actions* such as high impact, active learning strategies and faculty development activities designed to increase student achievement of the desired outcomes, making informed *judgments* about student achievement, and ensuring continuous *improvements* in the educational program. Despite the commitment of academic leaders and accreditors to these processes, too few institutions have succeeded in applying a systematic process of educational improvement to an essential component of a liberal education, the general education program. In addition, recent national higher education accountability discussions suggest the commitment to student learning in general education can benefit from models of effective, innovative general education programs.

The Association for General and Liberal Studies is committed to the centrality of quality general education programs in the liberal education of students. The organization invites institutions to apply for the 2010 AGLS Awards for Improving General Education: Effective Program Processes. The awards promote institutional commitment to continuous quality improvement processes, recognize faculty and institutions that practice these quality behaviors, and provide much needed examples of effective improvement processes. The 2010 Awards will recognize institutions committed to systematic improvements generated through the use of learning assessment. The Award will recognize those institutions that use assessment to reconsider learning goals, develop a shared commit to improved learning strategies, and check to determine the success of the efforts. AGLS will recognize up to three institutions that use effective and innovative assessment processes and related strategies to improve learning. Application narratives should focus on the commitment to and assessment of just **one** learning domain. Judges will identify the best improvement model for each of three different learning domains. The Awards presentations will be made during the 2010 AGLS conference, to be held October 7-9 in Austin, TX. Winners will be asked to present a discussion of their assessment processes in an identified special session and, if possible, provide a poster presentation for display throughout the conference. Winners will receive the following: a plaque recognizing their efforts, listing in the AGLS Newsletter, recognition of the process on the AGLS website, and half-priced registration for the up-coming conference, including a year's membership in AGLS.

Award Selection and Criteria

Applications will be reviewed by an Award Committee comprised of AGLS Executive Council members, members of accrediting associations, and recognized leaders in general education. This year's Award category is based on one of the Systems Analysis Questions, I 1, found in the AGLS publication, *Improving Learning in General Education: An AGLS Guide to Assessment and Program Review*. Information about assessment and other essential general education program processes can be found in the publication (see below). Awards judging will focus on how well the institution's systematic program improvement efforts can serve as a practical model for other institutions. Judging will consider how innovatively and effectively an institution has assessed **one** general education learning domain, developed evidence-based improvement strategies, and checked the success of those improvements. That is, the Award application must explain the full "loop" that includes the institution's processes for defining the outcome, developing and implementing the assessment methods, evaluating the results, deciding on needed program improvements, and providing evidence of successful improvement efforts.

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Application Format

To be considered for the award, an applicant on behalf of an institution should complete:
- Section #1: Contact information for individual submitting the application
- Section #2: Institutional endorsement by either the chief executive or academic officer
- Section #3: Application summary (150 words or less)
- Section #4: Responses to four award criteria, limited to two pages per criterion

Examples of Evidence for Award Criteria

Evidence of merit requires answering the questions under each of the criterion listed in the application below. Evidence should focus on specific activities and processes that employ the continuous quality improvement principles discussed in the AGLS publication *Improving Learning in General Education: An AGLS Guide to Assessment and Program Review* and found in the supporting reference materials listed in the *Guide.* The application should clearly present the creative solutions and leadership methods used to address the issues, concerns, and goals relevant to I1 processes. Supporting material can be summarized as part of the application and narrative, but **limit your explanations to two pages per criterion**. Please feel free to cite any web addresses that readers or AGLS members might use to better understand or see samples of your efforts.

Award Timeline

March—Application materials available on AGLS website
June 15th—Materials must be received by AGLS
June 20th—Materials distributed to review panel
August 1st—Winners notified
October—Winners' presentations and awards during 2009 AGLS Annual Conference in St. Louis

Suggested Reference Material

Improving Learning in General Education: An AGLS Guide to Assessment and Learning can be found at: www.agls.org. Supporting literature (from regional and specialized accreditors and from AAC&U) is listed in the *Guide.*

Application Submission

Applications and supporting materials may be submitted as e-mail attachments in Microsoft Word or Adobe Acrobat format, sent to Paul Ranieri at pranieri@bsu.edu. Applications can also be mailed to:

Paul Ranieri
AGLS Executive Director
Department of English
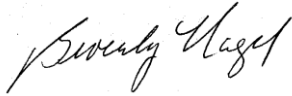Ball State University
RB 2109
Muncie, IN 47306

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Section #1: Contact Information of Person Submitting Application

Name	**Carol Rutz**
Title	**Director, Writing Program**
Institution	**Carleton College**
Department/Program	**Writing Progrm**
Street Address	**1 North College Street**
City, State, Zip	**Northfield, MN 55057**
Phone	**507-222-4082**
Fax	**507-222-4223**
Email	**crutz@carleton.edu**
Signature	**/s/ Carol Rutz**

Section #2: Institutional Endorsement

Chief Executive Officer or Chief Academic Officer

Name	**Beverly Nagel**
Title	**Dean of the College**
Institution	**Carleton College**
Phone	**507-222-4303**
Fax	**507-222-5427**
Email	**bnagel@carleton.edu**
Signature	

Section #3: Application Summary

Include a summary of the award application. Please begin the narrative with a brief description of your institution and the time frame for the process. Briefly explain your process and why you think it equates with quality. The summary should not exceed 150 words. The text box may be increased in size as necessary.

Carleton College is a small (1900 students), coed, highly selective, liberal arts institution. Whereas proficiency in writing has been expected of students for well over 50 years, the College has devoted internal resources and sought external support to refresh the writing program with an innovative combination of assessment and faculty development. Between 1999 and the present, Carleton has developed a curricular approach to faculty development that is seamlessly blended with assessment to

benefit students and faculty in writing and quantitative reasoning. Carleton uses assessment to improve student learning as well as to assess and improve faculty learning. Current research, funded by the Spencer Foundation, explicitly links faculty learning to improved teaching and improved student learning. We are confident that attention to faculty development in the context of assessment reflects Carleton's commitment to quality.

Section #4: Award Criteria

Criterion 1: Supporting and Defining Learning

Provide a description of how your institution supports and operationally defines learning for one goal or learning domain. What are your learning outcomes for this goal and what is the evidence your institution collects to show that graduates have acquired the general education knowledge, skills, or values expressed by this outcome? Address the following issues:

- How the goal of this learning domain aligns with your mission
- What process your institution used to define operationally this goal's learning outcome(s)
- What research or evidence your institution used to justify this definition
- Who helped your institution develop this definition
- How you communicate this definition to faculty, students, and other interested parties
- What collaborative efforts members of your institution are making to achieve these learning outcome(s).

Please limit your response to two pages. The following text box may be increased in size as necessary.

From our **mission** statement: "Carleton's academic goals focus on developing the critical and creative talents of our students through broad and rigorous studies in the liberal arts disciplines. Mentored by dedicated faculty and staff, students become active members of a learning and living community that promotes the exploration of passionate interests and emerging avocations. *Students learn higher order thinking skills: disciplinary inquiry, analysis of evidence, arts of communication and argumentation, and problem-solving strategies.* In their chosen fields of study, students strengthen their capabilities for disciplinary and interdisciplinary research and artistic production. Students acquire the knowledge necessary for the continuing study of the world's peoples, arts, environments, literatures, sciences, and institutions" (emphasis added). **Within these academic goals, writing is at the core, representing the skill set that allows students to demonstrate their higher order thinking as well as an important vehicle for acquiring those tools**. **Carleton's Writing Program has knit together mission, pedagogy, faculty development, and assessment to serve students and faculty alike as learners.**

Historically, Carleton has required demonstration of writing proficiency at least since the 1960s. More recently the College responded to faculty dissatisfaction with student writing by designing a writing assessment intimately linked with faculty development that provides students with formative assessment on their writing at the end of the sophomore year from faculty who understand and embrace writing-across-the-curriculum (WAC) pedagogy. Assessment is **defined** as a checkpoint on the way toward mastering the writing necessary for success in the major, including a capstone project.

This definition came out of persistent anecdotal **evidence** (reported by an Education and Curriculum Committee task force in 1996) that student writing had declined over a period of time (generally expressed as the time a particular faculty member had taught at Carleton), that the quality of students had also declined, and that faculty were unable to teach writing to students who could not, would not, or did not know how to write. After considerable discussion, faculty and administrative leaders concluded that assessment and faculty development were necessary to define standards for student writing and to engage faculty in techniques to support student writers in reaching those standards.

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A 1999 planning grant from the Archibald Bush Foundation of St. Paul allowed us to **consult with experts** in writing assessment (William Condon, Martha Townsend, and Kathleen Blake Yancey) whose experience in research and practice helped us define the problem and find a solution that would fit Carleton's culture. **Faculty, writing center staff, student writing tutors, and administrators participated in sessions with the visiting experts** via public talks, workshops, classroom visits, department meetings, and one-on-one conversations. As the conversation broadened, the definition emerged.

To design a formative assessment and related faculty development, we submitted a grant proposal to the Bush Foundation, which was fully funded in 2000 and renewed in 2003. Features included: 1) A writing portfolio to be designed by faculty, piloted with the classes entering in 2001 and 2002, and scored by faculty readers; 2) seed money for a dedicated position in assessment; 3) a consultant to advise on the portfolio design; and 4) a curriculum for faculty development comprised of visiting speakers on writing pedagogy, theory, research, and assessment once per term (each giving a public talk hosted by the Learning/Teaching Center plus classroom visits, an in-service with undergraduate writing tutors, and individual meetings with faculty); annual 3-day workshops on WAC pedagogy for faculty; summer grants to create or revise assignments or courses appropriate for the portfolio; follow-up grants to support writing up results of revised assignments or courses for publication; support for a one-term rhetorician-in-residence to assist with delivery of faculty development activities and teach a WAC course; stipends for faculty portfolio readers in the summer; and course releases for three senior faculty to help implement the portfolio through governance as well as to invite colleagues to participate in workshops, talks, portfolio reading and informal groups. Proposal reviewers congratulated us on a sophisticated, comprehensive approach to writing assessment that rested on faculty development within a curricular structure.

Award Criteria

Criterion 2: The Assessment Process
Describe how your institution assessed the learning identified in Criterion 1 above. Address the following issues:

- What assessment methods and tools your institution developed and used (What are the measures of learning, taken at what levels of student learning, reflected in what type of assignments/activities, and assessed as activities in what program[s]?)
- Who was involved in the development of the assessments and tools
- What institutional support existed for the development of the assessments and tools
- What research was used to develop the assessments and tools
- How the assessments are completed and who is involved (a brief description of the process)

Please limit your response to two pages. The following text box may be increased in size as necessary.

Having learned about various **methods** for writing assessment at the course, program and institutional levels (e.g., pre- and post-tests, barrier exams, portfolios), Carleton faculty found the Junior Writing Portfolio in use at Washington State University since the mid-1990s to be a model worth adapting for Carleton's purposes. WSU students are required to collect three pieces of writing that earned passing grades and also sit for two timed exams written to specific prompts. Carleton faculty were less interested in timed writing, because the writing faculty found to be wanting was generally written in response to assignments completed outside of class with considerable lead time. The Education and Curriculum Committee authorized a pilot and in 2000 voted in a new requirement that had at its heart the submission of a sophomore writing portfolio. **Faculty focus groups** and discussions at the department level focused on the question, "What skills and abilities would you like students to

have as they declare a major at the end of the sophomore year?" These discussions yielded a set of criteria for the portfolio pilot that have remained intact with very little revision to date:

Three-five papers (up to 30 pages) plus a reflective essay to introduce the portfolio and argue for proficiency in the following writing tasks:

1. Papers from at least two of the four curricular divisions (Arts & Literature, Humanities, Social Sciences, Mathematics and Natural Sciences). Stronger portfolios tend to include papers from three or four divisions; please do not submit more than one paper from a single course;

2. At least one paper from your WR (Writing Rich) course;

3. At least one paper that reports on something you have observed (for example, field notes for geology or sociology, a laboratory report, a description of art, a play, or music, etc.);

4. At least one paper that demonstrates your ability to analyze complex information (for example, numeric data, multiple texts, multiple observations, etc.);

5. At least one paper that provides interpretation (of data, a text, a performance, etc.);

6. At least one paper that demonstrates your ability to identify and effectively use appropriate sources (other than the primary text for the assignment), properly documented;

7. At least one paper that shows your ability to articulate and support a thesis-driven argument;

8. In all papers, evidence that you can effectively control Standard American English.

[More details available at: http://apps.carleton.edu/campus/writingprogram/]

Whereas the WSU portfolio collects a selection of work that the student values for her/his own reasons, the Carleton portfolio requires students to demonstrate their ability to perform specific rhetorical tasks. For Carleton faculty, these criteria have helped lay a **foundation for a coordinated, campus-wide discussion of writing**. As noted under Criterion 1 of this application, **start-up funding for the portfolio and the associated faculty development curriculum was provided by generous grants from the Bush Foundation.** The **research base** for portfolio assessment was grounded in published work by consultants noted above as well as John Bean (1996), Barbara Walvoord (1998), and others. **A Teagle Foundation grant would also allow us to do an internal check on our students' abilities and our results** (see Criterion 4).

The **assessment process** is straightforward. Entering students receive a writing portfolio folder during new student orientation and are advised that they will submit a portfolio of written work satisfying the criteria above at the end of the 6th term (typically spring of the sophomore year). Portfolios are collected in hard copy and on CD in May and prepared for scoring by faculty readers immediately after Commencement in mid-June. With their portfolios, students submit a signed form that explains how student work is used in research and asks their permission to use their work in research.

Scoring begins with practice; all readers read student work from the previous year (previously scored) in common against a rubric and discuss their impressions and reasons for judging the portfolio holistically as one of three categories: Pass, Exemplary or Needs Work. Once judgments are normed through practice and discussion, readers continue to read portfolios at their own pace. Any portfolio judged Exemplary or Needs Work is automatically re-read at least once more. A percentage of Passes are also re-read to assure that scoring is reasonably uniform. Furthermore, portfolios scored by any reader who is not a classroom teacher, e.g., a librarian, post doc researcher, or visitor from another campus, are re-read regardless of the score. Finally, a group of portfolios from the previous year are interleaved with the current year as controls to test scoring consistency. At the end of the scoring period, any remaining discrepancies in scoring are worked out between

readers. In a typical year, about 35 readers score 450-475 portfolios in three days. Of those readers, about 30 will be faculty from disciplines that range from art history to geology to political science to physical education to linguistics. All faculty are invited to participate, and over time, more than half of the continuing faculty have read portfolios at least once.

In addition to the student's ID, data entry includes reader ID and score, and details on the course, instructor, and features of the individual papers that show how they correspond to the portfolio criteria. When all data are entered, scores are communicated to the Registrar and to the students, and the hard copies of portfolios are returned to students with faculty comments. Those whose portfolios are scored Needs Work are required to consult with the Writing Program Director early in the following term to develop an individualized plan based on the reader comments. The goal is to help students identify and address writing problems that would inhibit their success in advanced courses in the major and the senior capstone project. Those whose portfolios are scored Exemplary are recognized at the Opening Convocation the next fall.

References:
Bean, John. *Engaging Ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom.* San Francisco: Jossey-Bass, 1996.
Hamp-Lyons, Liz and William Condon. *Assessing the Portfolio: Principles for practice, theory, and research.* Cresskill, NJ: Hampton Press, 2000.
Townsend, Martha. "Integrating WAC into General Education: An Assessment Case Study." In Kathleen Blake Yancey and Brian Huot, eds., *Assessing Writing Across the Curriculum: Diverse approaches and practices.* Greenwich, CT: Ablex, 1997.
Walvoord, Barbara. *Effective Grading: A tool for learning and assessment.* San Francisco: Jossey-Bass, 1998.
Yancey, Kathleen Blake and Brian Huot, eds. *Assessing Writing Across the Curriculum: Diverse approaches and practices.* Greenwich, CT: Ablex, 1997.
Yancey, Kathleen Blake and Irwin Weiser, eds. *Situating Portfolios: Four perspectives.* Logan, UT: Utah State UP, 1997.

Award Criteria

Criterion 3: Analyzing Assessment Results and Making Improvements
Describe how your institution used the results to identify, select, and implement improvements. Address the following issues:
- What process your institution used to analyze results, who was involved, and what results your institution viewed as significant (positive and negative)
- How your institution identified and selected improvement projects
- What improvement projects your institution selected, including high-impact, active learning strategies, and/or faculty development activities
- What institutional support was provided for the improvement projects, such as funding, personnel, and faculty development
- What collaborative efforts were used to implement the projects

Please limit your response to two pages. The following text box may be increased in size as necessary.

Results of the portfolio assessment are analyzed by Carleton's Office of Institutional Research and Assessment and reported to the Education and Curriculum Committee. Additionally, results may find

their way into a variety of Learning and Teaching Center presentations.

Two specific projects, one addressing student performance and the other concerned with a larger institutional assessment undertaking, exemplify how Carleton has used portfolio assessment data to guide educational practice and enhance student proficiency. The Education and Curriculum Committee formed a faculty subcommittee, the WAC Advisory Board, to advise the Writing Program about curriculum and assessment. One of the first activities of the WAC Board was to **commission a transcript analysis** of students whose portfolios were rated Needs Work. Given the small numbers (typically 7-8% of a class), cohort analysis was difficult. However, the study did find that **male students engaged in varsity sports in the fall were at a slight disadvantage** in passing the portfolio if they did not take a writing-rich (WR) course during their first term on campus. In response, the **WAC Board met with coaches**, who were eager to be helpful and agreed to **advise student athletes to enroll in a writing course** at the same time as their varsity season. Some coaches even began to **include journaling or other writing in their protocols for practice and reflection on performance**. The football coach also invited **the Writing Program Director and an Associate Dean to speak** with new players before the beginning of the term to convey to them the advantages of writing courses. Small numbers make any conclusions tentative at best, but analysis of portfolios over the past 4 years no longer reveals a pattern of Needs Work ratings among male varsity athletes.

The second example of a **project related to portfolio assessment** was part of a parallel conversation among faculty concerned that **students were graduating from Carleton without appropriate skills in quantitative reasoning (QR)**. As had been the case with concerns about writing a decade earlier, the **evidence was largely anecdotal and the definition of the problem was murky**. Some faculty involved in the discussion had read portfolios and were aware that students were submitting work that either included quantitative material or had the potential to do so. **Analysis of a sample from archived portfolios** revealed that when students wrote papers for which QR was at the core of the question at hand, they called on numeric evidence in 90% of the cases. But when QR served only to enrich detail or contextualize arguments, in over 70% of cases students chose vague words like "many" or "infrequently" rather than supporting their arguments with evidence. This **assessment provided the foundation for a successful grant proposal to the Fund for Improvement in Post Secondary Education for a faculty development program in QR** based on the architecture of the successful WAC faculty curriculum. That WAC-inspired **curriculum increased student use of quantitative evidence in peripheral contexts, quadrupling the fraction of papers rated to be of good quality in just 5 years**.

The **connection to the mission statement** was made even more explicit by the definition of quantitative reasoning (QR) used by the National Numeracy Network, which seeks to have students to acquire "the power and habit of mind to search out quantitative information, critique it, reflect upon it, and apply it in their public, personal and professional lives." For Carleton students, **the habit of mind to use data to make arguments became the goal of faculty development** and allowed the program in Quantitative Reasoning, Inquiry, and Knowledge (QuIRK) to establish a strong **partnership with the Writing Program. Collaboration takes the form of shared workshops, reading groups, and cross-membership in advisory boards as well as through conference presentations and publications.** The QuIRK program enjoys continued funding from the National Science Foundation and the W. M. Keck Foundation to support faculty development and **national dissemination of a QR assessment rubric**; faculty from the humanities and social sciences have been particularly targeted for support in both writing and QR pedagogies. [See http://serc.carleton.edu/quirk/ for details, including related publications.]

Faculty **experience with portfolios was also critical in the design of Carleton's new curriculum**, adopted May 2009 to go into effect fall 2010. In the context of a relatively conservative revision, two notable curricular changes stemmed from the portfolio experience. First the **faculty adopted an argument-based QR requirement**. Second, in addition to affirming the portfolio requirement, the faculty mandated that **all graduates will successfully complete two writing-rich courses, one of which must be a newly required first-year seminar**. Having seen first-hand evidence that attention to writing can improve student performance (see below), faculty committed to delivering that instruction in the first term on campus.

Award Criteria

Criterion 4: Evidence of Improved Learning

Describe your institution's effort to check the effectiveness of the improvement processes and adjustments made as a result. Address the following issues:

- How your institution checked for or identified learning improvement
- Who was involved in checking the learning
- What results of follow-up assessments provide evidence of learning improvement
- What additional considerations and/or improvements to outcome(s), instructional methods, or other follow-up changes or adjustments were considered necessary as a result of the check on learning improvements
- What lessons were learned from the improvement process and check

Please limit your response to two pages. The following text box may be increased in size as necessary.

The inclusion of **previously scored material in annual portfolio assessment has consistently demonstrated that readers are less likely to replicate high ratings a year later**. However, the percentages of Pass, Exemplary, and Needs Work ratings remain nearly identical from year to year. We conclude that **faculty are more demanding of student writers as time goes on and they become more familiar with a broad sample of student work** (nearly all of which any individual reader did not assign) **as well as a more rigorous sense of effective writing pedagogy.** Nevertheless, **even the weakest writers are keeping up with faculty expectations, since the 5-7% who earn Needs Work remains a stable fraction** of the class from year to year.

Carleton has been particularly **engaged with the question of improved learning through improved teaching.** The investment in faculty development (see Criterion 1 for the details of the model) and robust participation on the part of faculty in both WAC and QuIRK led to a successful proposal to the Spencer Foundation for **research on connections between faculty development and student learning**. Assuming the connections can be found and documented, Carleton proposed **to describe a curricular model of faculty development that could be exported** as a vehicle for pedagogical change combined with assessment. A consistent artifact of portfolio assessment suggests that the connection between participation in faculty development and improved teaching may be real. Since 2003, **faculty who have participated in four or more WAC/QR faculty development activities (workshops, portfolio reading, summer grants, reading groups, etc.) have had their assignments over-represented in student portfolios**. While we need to know more about this phenomenon, we are finding through interviews that those faculty do see themselves as improved teachers who have made informed, strategic changes in their assignments as a result of what they have learned through faculty development activities. That students choose those assignments at a statistically significant higher rate **hints at a connection between the teachers' improved pedagogy and students' perception of the quality of their own learning**.

Early findings at the case study level indicate that teachers who have changed their assignments to include such strategies as more scaffolding, intermediate drafts, carefully paced sequences, and peer review are **seeing student work that reflects more of the higher order thinking** as described in Bloom's Taxonomy. A larger sample, a rubric, and evaluation by independent raters will test these findings in the near future. [See http://serc.carleton.edu/tracer/index.html for study details.]

Evidence of writing improvement drawn from our own local assessment has been corroborated by a national assessment—the Collegiate Learning Assessment (CLA). The CLA is a national assessment instrument that

seeks to measure critical thinking, analytical reasoning, and effective communication. A **longitudinal administration of the CLA was** made possible through generous grants from both the Teagle and Lumina Foundations. A cohort of Carleton students who sat for the CLA at the beginning of their first year, at the end of the second year, and again at the end of the senior year not **only showed outstanding performance on a national scale but a large effect size over their four years of college**. The CLA purports to measure value added—the difference a college education makes. One measure of growth is "effect size," which indicates how much change occurred between different phases of the assessment. The larger the positive effect size, the greater the improvement. Effect sizes greater than 0.50 are generally considered large. **Carleton's effect sizes were indeed large (0.56 for the performance task, 0.99 for an analytical writing task, 0.88 for make-an-argument, and 0.79 for critique-an-argument).** We were also gratified to see a **statistically significant relationship between uncapped total CLA score and CLA essay scores as sophomores and those students' performance on the writing portfolio as sophomores**. It is good news all around that **CLA results mirror the assessment conducted by faculty**.

Carleton's Writing Program has moved beyond a routine, course-based requirement to a full-blown WAC curriculum with an assessment at the midpoint of a student's career that not only helps students toward success in the major but provides faculty with support for integrating writing pedagogy into their courses though a curriculum of voluntary activities open to all faculty, including visitors and adjuncts. Furthermore, the collaboration with QuIRK has enhanced offerings for both programs, grounding faculty development in a communicative goal: using data to make solid arguments that hold in academic and public rhetorical situations. **Carleton uses assessment to improve student learning and to assess and improve faculty learning as well. Current research explicitly links faculty learning to improved teaching and improved student learning**.