



Coming to Terms with Student Outcomes Assessment: Faculty and Administrators' Journeys to Integrating Assessment in Their Work and Institutional Culture

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This unconventional book presents the unvarnished first-person accounts of fourteen faculty and administrators about how they grappled, and engaged, with assessment and how – despite misgivings and an often-contentious process – they were able to gain the collaboration of their peers as the benefits for student learning became evident.



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