



Assessment Literacy in College Teaching

Empirical Evidence on the Role and Effectiveness of a Faculty Training Course

Article Summary

This research explores how faculty members' conceptions of assessment and confidence in assessment change as a result of an instructor training course. Based on a sample of 27 faculty members enrolled in a semester-long instructional development course, this survey-based study provides initial evidence that faculty members can develop confidence in assessment while adopting increasingly complex conceptions of assessment. Based on this study's findings, we argue that instructional development programs for college faculty have a critical role to play in stimulating faculty learning about assessment of student learning and are an important component in promoting a positive assessment culture.

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