

**Moving Beyond A Stakeholder Approach to Assessment**  
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Multiple stakeholders have an interest in student learning. Some goals are represented by constituencies within the university – students, general education, diversity, and departmental objectives. Others are advanced by entities external to the university – governments, accreditors, and parents. In a well-meaning effort to increase accountability to the many stakeholders, assessment efforts may have in fact caused educators to be increasingly disconnected from them while at the same time produced an assessment system full of fragmented requirements lacking faculty buy-in. This paper argues for conceptualizing assessment efforts to invite stakeholders to participate in the conversation around continuous improvement of learning. We can move beyond recognizing and balancing claims that are in tension to integrating complementary goals. This approach can both relieve the faculty from some seemingly burdensome assessment processes and produce more valuable recommendations for improvements in pedagogy and curriculum.