

**Selected References on Outcomes Assessment in Higher Education:
An Annotated Bibliography Covering Works from 1977 through 2016**

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Foreword

This bibliography on postsecondary outcomes assessment is by no means exhaustive. As the title of the work implies, the several individuals and groups who provided guidance for its development made conscious selections from the rather substantial body of literature that has grown up since 1977 around the topic of outcomes assessment in colleges and universities. These selections were made in response to the question, "What are the key references that will give a comprehensive overview of the field of postsecondary student outcomes assessment and assessment of institutional effectiveness?"

While the bibliography is subdivided into sections for ease of reference, in some cases the placement of a given work is somewhat arbitrary. Several of the citations could be placed in two or more categories, and the entries in the Books/Collections/Review Articles section contain material that belongs under several or all of the preceding sub-headings.

Though I must accept responsibility for the final decisions about materials to include or exclude, I would like to acknowledge the capable assistance I received in the process of developing the annotations from the following members of the staff at the Center for Assessment Research and Development at the University of Tennessee, Knoxville: Margery Bensey, John Stuhl, Francine Reynolds, Gary Pike, and Ann-Marie Pitts; and Jane Lambert, Jon Lund, Caitlin Anderson, Shirley Yorger, Emily Ward, Katie Busby, and Karen Black in the Office of Planning and Institutional Improvement at Indiana University-Purdue University Indianapolis.

Assessment and Accreditation

Driscoll, A., and Cordero de Noriega, D. Taking ownership of accreditation: assessment processes that promote institutional improvement and faculty engagement. (2006). Sterling, VA: Stylus. This volume chronicles the accreditation process of California State University Monterey Bay and provides readers with an example of how the accreditation process can be linked to assessment efforts and lead to campus improvements.

Ewell, P. T., & Lisensky, R. P. (1988). Assessing institutional effectiveness: Redirecting the self-study process. Washington, DC: Consortium for the Advancement of Private Higher Education. This book uses the results of a national demonstration project on the linkage between institutional assessment and regional accreditation to develop chapters on institutional goal definition, assessment for institutional distinctiveness, assessing general education, and organizing for assessment. An appendix provides an "Analytical Table of Contents for Self-Study" and formats for departmental data collection in connection with self-study.

Folger, J. K., & Harris, J. W. (1989). Assessment in accreditation. Decatur, GA: Southern Association of Colleges and Schools. This book is designed to give direction for developing an institutional assessment system that will provide ongoing information about effectiveness. It is aimed more particularly at institutions responding to new accreditation requirements for systematic and ongoing assessment of results. Appendices identify potential assessment instruments and other resources.

Ratcliff, J. L. (Ed.). (2001). How accreditation influences assessment. New Directions for Higher Education, No. 113. San Francisco: Jossey Bass. This issue offers a unique perspective on the relationship between accreditation and assessment. Accrediting bodies are demanding evidence of student learning and assessment can provide that information. This work is useful for anyone conducting a self-study; it provides examples of successful approaches, including assessment of distance education and use of electronic institutional portfolios.

Measurement

Adelman, C. (Ed.). (1988). Performance and judgment: Essays on principles and practice in the assessment of college student learning. Washington, DC: Office of Educational Research and Improvement. A collection of essays including, Assessing the generic outcomes of higher education, Baird, L. L.; Assessment of basic skills in mathematics, Appelbaum, M. I.; Assessing general education, Centra, J.; Assessment through the major, Appelbaum, M. I.; Assessing changes in student values, Grandy, J.; Computer-based testing: Contributions of new technology, Grandy, J.; States of art in the science of writing and other performance assessments, Dunbar, S.; and Using the assessment center method of measuring life competencies, Byham, W. C.

Adelman, C. (Ed.). (1989). Signs and traces: Model indicators of college student learning in the disciplines. Washington, DC: Office of Research, U.S. Department of Education. Five models in five disciplines outlining methods of assessing summative undergraduate learning are discussed.

American Association for Higher Education. AAHE's Continuous Quality Improvement Project: 25 Snapshots of a Movement-Profiles of Campuses Implementing CQI. Washington, D.C.: American Association for Higher Education, 1994. In the Introduction, Steve Brigham suggests that this publication will assist a campus in thinking about the many challenging issues institutions face while implementing Continuous Quality Improvement (CQI). He cautions, however, that these profiles are not intended to serve as recipes for CQI but rather to present 25 different perspectives from those actively engaged in CQI. The 25 "snapshots" of college campuses address the following topics: the institution, reasons for embracing CQI, getting started, strategic framework, obstacles, key successes, academic activity, faculty resistance to CQI, next steps, and hindsight. Profiled are a variety of institutions, including the Ivy League institutions, community colleges, research institutions, liberal arts colleges, and technical institutions.

Anrig, G. R. (1986). A message for governors and state legislators: The minimum competency approach can be bad for the health of higher education. Unpublished address. Princeton, NJ: Educational Testing Service. The president of the Educational Testing Service argues that tests measuring minimum competence are unfit for use in assessing higher education. Instead of these minimum competence measures, the author urges faculty at each institution to identify types of knowledge and particular skills they intend students to acquire, then to develop instruments designed to assess these learned abilities.

Baird, L. L. (1988). A map of post-secondary assessment. Research in Higher Education, 28, 99-115. Students' knowledge and skills cannot be appropriately assessed in the absence of knowledge about how their development is influenced by other aspects of postsecondary education. These aspects are described in a "map," consisting of twenty points, which depicts the flow of students through institutions and experiences from precollege to adulthood. The map suggests where better assessments and models are needed; for example, for adult learners, graduate and professional education, and plans of college seniors.

Banta, T. W. (1993). Toward a plan for using national assessment to ensure continuous improvement of higher education. Journal of General Education, 42, 33-58. The author examines five implicit assumptions embedded in plans to assess student achievement of objective 5 of National Education Goal 5: (a) the specified abilities can be defined and agreed upon, (b) the abilities will be taught, (c) the abilities can be measured, (d) students will take measurement of the abilities seriously, and (e) assessment will increase student learning. Then political and measurement issues that make each of the assumptions problematic are addressed. The article concludes with a comprehensive plan for national assessment that is based on faculty development in the principles of good practice in college student learning.

Banta, T. W., & Pike, G. R. (1989). Methods for comparing outcomes assessment instruments. Research in Higher Education, 30, 455-469. A general process is outlined for faculty use in comparing the relative efficacy of college outcomes assessment instruments for gauging student progress toward goals

considered important by the faculty. Analysis of two standardized general education exams--the ACT COMP and the ETS Academic Profile--illustrates the process.

Bogdan, R. C. & Biklen, S. K. (2006). Qualitative research for education: An introduction to theories and methods, 5th edition. Needham Heights, MA: Allyn and Bacon. This text is a resource for planning and developing qualitative research. Topics in this book include characteristics of qualitative research, ethics, data analysis, and reporting results.

Borden, V. M. H., & Banta, T. W. (Eds.). (1994). Using performance indicators to guide strategic decision making. New Directions for Institutional Research, No. 82. San Francisco: Jossey-Bass. This monograph on performance indicators is guided by three goals: "to provide the reader with an understanding of what has led to the current popularity of indicator systems; to illustrate several possible methods for developing performance indicators; and to synthesize theory and practice into a formulation for a proactive, institution-based approach to indicator development" (p. 1). After a general overview covering the history and definitions of performance indicators, the volume addresses--in subsequent chapters--the following topics: (a) the link between the development of performance indicators and management and decision making approaches; (b) performance indicators and quality assurance methods in Europe; (c) TQM in colleges and universities; (d) using performance indicators to drive strategic decision making; (e) activity-based costing; (f) guidelines for institutional development of performance indicators; and (g) an appendix of more than 250 performance indicators drawn from 14 references.

Dillman, D. A. (2006). Mail and internet surveys: The tailored design method 2007 update with new Internet, visual, and mixed-mode guide, 2nd edition. New York: John Wiley & Sons. This text offers important guidelines, methods, and techniques for planning, implementing, and utilizing mail and internet surveys.

Greenwood, A. (Ed.). (1994). The national assessment of college student learning: Identification of the skills to be taught, learned, and assessed. Washington, DC: National Center for Education Statistics, U.S. Department of Education. This report is a collection of papers from the November 1992 Second Study Design Workshop. The purpose of this report is to publish the discussions which arose from the workshop and is divided into two sections. The first section begins to suggest definitions for such valued skills as critical-thinking, problem-solving, reading and writing, speaking and listening, and skills for citizenship. The second section contains reports from the working groups identifying the assessment of these skills and associated ability levels.

Jacobs, L. C., & Chase, C. I. (1992). Developing and using tests effectively: A guide for faculty. San Francisco: Jossey-Bass, 1992. The authors note that faculty spend up to 20 percent of their time evaluating the impact of instruction, yet few faculty receive formal training to prepare them for meeting the demands of this role. This book was written to provide faculty with practical guidelines for developing, administering, and grading tests. The book provides how-to advice on each step of the testing process. It covers, in successive chapters, the following topics: Testing in the College Classroom; Planning the Test; Reliability and Validity; Multiple-Choice

Items; True-False, Matching, and Completion Items; Essay Examinations; Alternative Assessment Procedures; Administration of the Test; Computer-Assisted Testing; Item Analysis; and Grading.

Massy, W. F. (2003). Honoring the trust: Quality and cost containment in higher education. Bolton, MA: Anker Publishing Co. The focus of the book ties together the work that William Massey has been conducting on reforming higher education and provides a practical program for improvement that can be implemented without spending more or abandoning other priorities. The author strives to achieve three major goals: “1) to describe and document the problems facing today’s colleges and universities; 2) to offer a vision of what the solutions to these problems will look like; and 3) to provide practical guidance for those who would be change agents or drivers of change.” Massey examines the roles that performance indicators and student learning assessment play in evaluating the quality of the education and the funding that the institution will devote to specific programs as well as state and federal mandates for assessment driven funding. The book illustrates the importance of assessment in examining quality and cost issues in higher education.

Merriam, S. B. (Ed.). (2002). Qualitative research in practice: Examples for discussion and analysis. San Francisco: Jossey-Bass This text serves a resource for those interested in gaining a better understanding of all types of qualitative research.

National Center for Higher Education Management Systems (1994). A preliminary study of the feasibility and utility for national policy of instructional “good practice” indicators in undergraduate education.

Washington, DC: National Center for Education Statistics, U.S. Department of Education. This document was commissioned by NCES to review the feasibility of using indicators of good practice in undergraduate education as a means of indirect assessment of student learning. The document discusses the results of a review to assess whether indicators of instructional practices, environments, and student experiences are related to the attainment of objective 5.5 of the National Education Goals. It also examines data-gathering instruments and approaches related to good practices.

Sternberg, R. J., Penn, J., & Hawkins, C., with Reed, S. (2011). Assessing College Student Learning: Evaluation Alternative Models, Using Multiple Methods. Washington, DC: Association of American Colleges and Universities. In this new AAC&U report on *Assessing College Learning*, the authors offer a thoughtful summary of the status of learning outcomes assessment in higher education; an argument for mixed-method assessment approaches that do justice to the complexity of college-level learning; and a testimony to the importance of faculty leadership in developing meaningful and sustainable assessment programs. Part One of the report provides a cogent account of the strengths and limitations of four of the most widely used assessment models: standardized approaches, indirect measures and measures of engagement, performance-based measures, and locally designed instruments. In this section of the report, the authors argue, persuasively, that any assessment approach rests on a set of often unspoken assumptions about the nature of knowledge and learning. Part Two of the report profiles five colleges and universities that have developed thriving assessment programs. Representing a wide range of

institutional types, several of these campuses began with the LEAP outcomes and VALUE rubrics.

Osterlind, S. J. (1989). Constructing test items. Boston: Kluwer Academic Publishers. The author addresses the issues of functions and characteristics of test items, item formats, methods for assessing quality of test items, and issues related to use of test items. Chapter titles include: What is constructing test items?; Definition, purpose, and characteristics of items; Determining the content for items: Validity; Starting to write items; practical considerations; Style, editorial, and publication guidelines for items in the multiple-choice format; Style, editorial, and publication guidelines for items in other common formats; Judging the quality of test items: item analysis; and Ethical, legal considerations, and final remarks for item writers.

Stevens, D. D , & Levi, A. J. (2005). Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning. Sterling, VA: Stylus Publishing, LLC. This seven chapter text defines rubrics and describes the benefits of using them. In addition to a theoretical approach, the authors offer a complete review of methods for constructing and implementing rubrics as assessment tools. This book is helpful to those searching for a useful and effective tool to evaluate performance-based learning activities and provide more descriptive feedback to students.

Wheeler, P., & Haertel, G. (1993). Resource handbook on performance assessment and measurement: A tool for students, practitioners, and policymakers. Berkeley, CA: Owl Press. This book addresses the increasingly complex and expanding

vocabulary of performance assessment and measurement. The glossary section provides brief explanations for over 500 terms that are frequently used in the field. Sources of additional information on performance and assessment are listed at the end of the volume. These include professional associations and agencies that provide materials and services on performance assessment and measurement, major test publishers in the United States, books and other documents on measurement and performance assessment, and information on professional and technical standards for developing and using assessment instruments and programs.

State and National Policy Issues in Assessment

Brennan, J. & Shah, T. (2000). Managing quality in higher education: An international perspective on institutional assessment and change. Buckingham: Open University Press
The book is based on a project sponsored by the Programme on Institutional Management in Higher Education of the Organisation of Economic Co-operation and Development, and focuses on 29 institutions and 7 national quality agencies in 17 countries. The project's purpose was two-fold 1) to clarify the purposes, methods, and intended outcomes of different national systems of quality assessment; and 2) to investigate their impact on institutional management and decision-making. Through the use of case studies, the authors show both positive and negative outcomes of the assessment and management of quality. Since the case studies focus on institutions outside the United States, the book provides an overview of effective practices in other countries.

Ewell, P. T. (1990). Assessment and the "new accountability": A challenge for higher education's leadership. Denver, CO: Education Commission of the States. A policy framework is proposed for understanding state-based assessment mandates in terms of an emerging new conception of accountability. The framework is based on nine state case studies conducted in 1987-90 by the Education Commission of the States. Results are summarized in terms of an "external" and an "internal" agenda for action for higher education to make better use of assessment processes in building the public case for higher education.

Ewell, P. T. (1994). A matter of integrity: Accountability and the future of self-regulation. Change, 26(6), 24-29. The author notes the general disarray of self-regulatory mechanisms in higher education, and urges educators to view any accountability reform efforts as a moral imperative. After discussing the changing context of higher education which has brought to the forefront accountability issues, Ewell argues that higher education must adapt to the changing context by reaffirming two key values: academic integrity and collective responsibility. The author concludes by suggesting that higher education's real self-regulation challenge "is to help render what we actually do in our institutions consistent with what we historically have said we believed in" (p. 29).

Ewell, P. T. (2008). U.S. Accreditation and the Future of Quality Assurance: A Tenth Anniversary Report from the Council for Higher Education Accreditation. Washington D.C.: Council for Higher Education Accreditation. Ewell provides a comprehensive review of the current role of accreditation in the United States and considers its future. The

book consists of six chapters that set the stage for discussion; provide a brief history of accreditation in the United States; examine the relationship between accreditation and the academy; examine the relationship between accreditation and government; assess accreditation's strengths and areas of challenge and considers a set of enduring issues that are embedded in accreditation practice; and highlight issues for the future of accreditation in seven areas: governance, substance, learning outcomes, differentiation, consistency, transparency, and globalization.

Heller, D. E. (Ed.). (2001). The states and public higher education policy: Affordability, access, and accountability. Baltimore, MD: Johns Hopkins University Press. The title of this book accurately describes the focus of its content – affordability, access, and accountability. The text is divided into three sections, each dedicated to one of three key issues. Affordability, access, and accountability will most likely determine the future of higher education and are being watched closely by stakeholders including parents, students, faculty, administrators, and policy makers. The text fully describes each of the issues and could be used as a catalyst for discussion of these topics. Additionally, the book addresses the role technology plays in the three issues. While the book is appropriate for all audiences, those interested in four-year public institutions will find it particularly valuable.

National Governors' Association. (1988). Results in education, state-level college assessment initiatives--1987-1988: Results of a 50-state survey. Washington, DC: National Governors' Association. This report provides an overview of assessment in the fifty states based on responses to a survey conducted in

the spring of 1988 for the purpose of determining what initiatives each state had undertaken to assess higher education outcomes.

Nettles, M. T. "The Emerging National Policy Agenda on Higher Education Assessment: A Wake-Up Call." Review of Higher Education. (1995). 18, 293-313. The author sets out four critical objectives for his article: to highlight the indicators currently being used to shape public opinion on American education, to discuss national education goals and their uses to discuss the higher education assessment dilemma, and to propose questions that must be addressed by individuals involved in the assessment debate in higher education. The author believes that higher education researchers and scholars must become more fully involved in the debate and decision-making process on education reform and must advance new assessment strategies and standards that can be embraced by the public.

South Carolina Commission on Higher Education. (1998). Minding our "Ps" and "Qs": Indicators of productivity and quality in South Carolina's public colleges and universities. Columbia, SC: Author. This two-volume report on the effectiveness of South Carolina's public postsecondary institutions presents performance funding ratings and specific data to be reported under three state statutes enacted in the late 1980s and early 1990s. Report formats were developed with the cooperation of the reporting institutions and presented in a manner that allows easy comparison of peer institutions in South Carolina. Volume One contains tabular reports on variables such as graduation rates, student enrollment, and placement data. Volume Two is devoted to the narrative summaries supplied

by each reporting institution. Institutions are required to report on seventeen components of academic and administrative operations including general education, performance of professional program graduates on licensing exams, procedures for student development, facilities, academic performance of student athletes, and public service. Some components are reported annually and others are reported on a rotating basis.

U. S. Department of Education (2006). A Test of Leadership: Charting the Future of U. S. Higher Education. Washington D. C.: U. S. Department of Education. U.S. Secretary of Education Margaret Spellings appointed a commission representing individuals from the public and private sectors to examine access, affordability, quality, and accountability in higher education. Sources of information from which the commission drew its recommendations included: white papers, testimony, opinion pieces, research reports of past blue-ribbon commissions. The report calls for reform and includes as set of six recommendations including expanding of access and success in higher education, restructuring of the student financial aid system, creating a culture of accountability and transparency in higher education, encouraging continuous innovation and quality improvement, developing a national strategy for lifelong learning, and increasing federal investment in areas critical to the nation's global competitiveness. Included are examples from higher education institutions that further the recommendations set forth here. The report can be found at: <http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>

Assessment in the Major

Banta, T. W., & Schneider, J. A. (1988). Using faculty-developed exit examinations to evaluate academic programs. The Journal of Higher Education, 59, 69-83. The experience of faculty at the University of Tennessee, Knoxville in developing examinations in the major field for purposes of assessing and improving curriculum and instruction is described. Difficulties encountered by the faculty, as well as the benefits they realized from the process, are identified and discussed.

Banta, T. W. (Ed.). (2007). Assessing student learning in the disciplines. San Francisco: Jossey-Bass. Articles in this booklet detail the assessment activities of faculty from business, communication studies, engineering and technology, fitness/wellness, history, political science, psychology, nursing, sociology, social work, teacher education, and urban studies. Methods described include comprehensive exams, computer simulations, senior letters, senior projects, electronic portfolios, and standardized patients.

Chase, D., Ferguson, J. L., Hoey, J. J. (2014). Assessment in Creative Disciplines: Quantifying and Qualifying the Aesthetic. The authors offer guidance to higher education assessment professionals and faculty members on developing systematic programs for assessing student learning in the fine and performing arts. These disciplines have often resisted assessment for a variety of reasons: fears of overly standardized, reductionist assessment regimes and the perceived difficulty of “measuring” creativity; the high value placed on individual development and expression in arts disciplines; and lingering disagreement about whether artistry can be

taught, among others. This new volume provides theoretical foundations, models, strategies, and practical suggestions meant to advance the practice of assessment in arts disciplines and “facilitate common dialogue among faculty, students and other stakeholders around student competencies” (p. xv). A final chapter argues that systematic assessment can help creative disciplines explain the value of the arts and arts education to skeptical parents, employers, and policy-makers.

Driscoll, A. & Wood, S. (2007). Developing Outcomes-Based Assessment for Learner-Centered Education: A Faculty Introduction. Sterling, VA: Stylus. This extended case study, on the development of outcomes assessment at California State University, Monterey Bay (CSUMB) includes background information, insights, reflections, how-to advice, and examples from other institutions, as well as “interviews” with one another that illuminate their individual perspectives on the entire process as an administrator with a campus-wide perspective and as a faculty member. The authors situate CSUMB’s approach to assessment within a comprehensive vision of learner-centered education, wherein assessment is an intrinsic component. Some key ideas and insights from CSUMB’s experience include: begin with faculty members’ real questions about student learning; honor faculty expertise, commitments, and realities; focus on what we want students to *take away* from our courses and programs; and engage faculty opinion leaders. The middle chapters of the book offer extended discussions of developing learning outcomes, evidence of learning, and criteria, standards, and rubrics, all based on the unfolding story of outcomes-based assessment at CSUMB. Later chapters discuss faculty responses to the development process;

alignment of curriculum, assignments, and pedagogy (including syllabus design) with desired outcomes; and collaborative analysis of student work

Fong, B. (1988). Old wineskins: The AAC external examiner project. Liberal Education, 74, 12-16. The author describes a FIPSE-sponsored project involving eighteen institutions divided into six geographically proximate clusters of similar institutions. Faculty in three disciplines within each cluster cooperated in preparing and administering written and oral examinations to one another’s graduating seniors.

Francis, M. C., Mulder, T. C., and Stark, J. S. (1995). Intentional Learning: A Process for Learning to Learn in the Accounting Curriculum. Sarasota, Florida: Accounting Education Change Commission and American Accounting Association. This work was commissioned by the Accounting Education Change Commission to enhance the ability of accounting programs to nurture the planned, conscious commitment to continuing learning expected of accounting professionals. However, the descriptions and examples given are helpful for all educational programs assisting students on the journey to becoming independent learners. Especially helpful are the sections on individual characteristics that influence learning; teaching strategies that enhance learning-to-learn skills; and assessment of the effectiveness of those strategies. One appendix uses a matrix to identify performance criteria, measurement indicators and measurement strategies associated with learning-to-learn skills.

Haswell, R. H. (Ed.) (2001). Beyond outcomes: Assessment and instruction within a university writing program. Perspectives on

writing: theory, research, practice. Westport, CN: Ablex Publishing. This text consists of a series of essays that analyze the assessment, instruction, and improvement model applied by Washington State University to its writing program. The book demonstrates that writing assessment is important for writing instruction as well as placement and that assessment and instruction can be integrated. This text can be used by others who wish to integrate instruction and assessment in their writing curriculum.

Henry, R. J. (Ed.). (2006). Faculty development for student achievement: The QUE project. Bolton, MA: Anker. A seven-year project involving 21 two- and four-year institutions called *Quality in Undergraduate Education* (QUE) brought together faculty in five disciplines to define common learning expectations at the end of the sophomore year and at the end of the senior year. Faculty collaborated to map and align their curricula, and to develop rubrics based on these learning expectations. Chapters contributed by participating faculty describe the changes that took place within the disciplines, suggest the reasons behind the project's impact, and provide recommendations for future projects.

Kelly, W. E. (Ed). (2008). Assessment in Engineering Programs: Evolving Best Practices. Tallahassee, FL: Association for Institutional Research. Kelly and the chapter authors provide case studies that are examples of assessment work at different types of colleges and universities. The volume highlights national perspectives, program-level assessment plans, and practical advice for engineering faculty to measure learning and skill development in the classroom.

Madison, B. L. (Ed). (2006). Assessment

of Student Learning in College Mathematics: Towards Improved Programs and Courses. Tallahassee, FL: Association for Institutional Research. This volume describes a sample of assessment activity across U.S. mathematics in 10 case studies from nine institutions and one metaphorical essay. There are common themes throughout, with the most common and overriding theme being the quest for improved courses and programs based on evidence of student learning.

Martell, K. and Calderon, T. (Eds). (2005). Assessment of Student Learning in Business Schools: Best Practices Each Step of the Way. Tallahassee, FL: Association for Institutional Research. To those who are new to assessment the editors and chapter authors offer an overview of assessment fundamentals, as well as an array of examples, cases, and illustrations.

For people who are more advanced in the area, the volumes represent a resource for planning, organizing, addressing challenges, and learning from assessment projects.

Some of the general assessment topics include: creating a culture of assessment; academic freedom; content, access and use of assessment data to improve student learning; assessment of critical thinking, ethics, management skills; university support for business school assessment. In addition, five chapters are devoted to assessment in the business disciplines. Each step of the assessment process is illustrated with cases, examples, and assessment tools.

Mitchell, K. J., Robinson, D. Z. , Plake, B. S., & Knowles, K.T. (Eds) (2001). Testing teacher candidates: The role of licensure tests in improving teacher quality. Washington D.C.: National Academy Press. This book is the result of a study conducted by the National

Academy of Sciences Committee on Assessment and Teacher Quality. The study was designed to address a request made by the Department of Education (DOE) to investigate the technical, educational, and legal issues surrounding the uses of current teacher licensing exams. The DOE also asked the Committee to consider alternative methods for measuring competence. The end result is a book that examines issues of teacher quality, techniques for evaluating teacher licensing exams, use of licensure exams to improve teacher quality and supply, using licensure exams to assure accountability, suggestions for improving licensing exams, and suggestions for appropriate uses of licensure exams in assessing students' competence and program review.

Palomba, C.A., & Banta, T. W. (eds.). (2001). Assessing student competence in accredited disciplines: Pioneering approaches to assessment in higher education. Sterling, VA: Stylus Publishing. In the early chapters, the authors explore the concept of student competence and review the historical and political contexts in which assessment takes place. The next section is written by faculty in teacher education, pharmacy, nursing, social work education, business, computer science, engineering, and visual arts, who discuss assessment in their disciplines and on their campuses. The authors provide examples of approaches that have been adapted on their campuses to provide authentic assessment in the major field. While the book to this point discusses assessment in the United States, the next chapter discusses the role of professional bodies in establishing expectations for student competence in England. The last chapter provides an overview of the previous chapters and a review of the state of assessment in the eight disciplines discussed in the book.

Riordan, T. & Roth, J. (Eds.) (2005). Disciplines as Frameworks for Student Learning: teaching the practice of the disciplines. Sterling, VA: Stylus Publishing. Alverno College faculty from various disciplines (chemistry, economics, history, literature, mathematics, and philosophy) discuss the implications of approaching their disciplines as frameworks for student learning. Each examines how students should think and what they should know, and be able to do as a result of study in their discipline, what learning looks like at different developmental levels, how faculty promote learning and conduct assessment, how faculty approach study of their discipline with student learning at the core. A concluding chapter written by an O graduate examines her experience of learning and how disciplines have functioned and continue to function as frameworks for her learning.

Spurlin, J. E., Rajala, S. A., & Lavelle, J. P. (2008). Designing Better Engineering Education Through Assessment. Sterling, VA: Stylus. This new volume, Designing Better Engineering Education Through Assessment, aims to cut through the education jargon that too frequently characterizes assessment discussion and provide a practical guide to assessment theory and practice as applied to engineering.

Parts of the book are applicable to any discipline. A section of the book on barriers and challenges to assessment and approaches to overcoming these obstacles might easily be applied across academic disciplines. Early chapters provide an introduction to the basics of assessment and include a useful discussion of assessment of graduate-level programs. The volume is filled with examples, illustrations, and tables, including a sample curriculum map,

a summary of the pros and cons of various assessment methods, and a step-by-step exercise in interpreting assessment data. More specific to engineering are the examples of “embedded” or “authentic” assessment for each ABET-mandated learning outcome and the sample rubrics for assessing senior design projects, team engineering projects, lab reports, and other common components of engineering programs. Chapters on assessing freshman-engineering programs, capstone engineering experiences, and course- and program-level assessment in engineering maintain the focus on translating assessment theory into practical applications.

Throughout the book, the authors emphasize such fundamentals as using multiple assessment methods, basing assessment on observable student behavior, and incorporating assessment into the curriculum.

Stark, J. S., & Lowther, M. A. (1988). Strengthening the ties that bind: Integrating undergraduate liberal and professional study. Ann Arbor: The University of Michigan. This report of the professional preparation network identifies outcomes considered important by educators in eight undergraduate fields and suggests means of facilitating interdisciplinary communication.

Stone, H. L., & Meyer, T. C. (1989). Developing an ability-based assessment program in the continuum of medical education. Madison: University of Wisconsin Medical School. This is an instructional manual for developing programs which can go beyond measuring the acquisition of a knowledge base to identifying generic abilities that cross disciplinary lines but can be assessed with tasks unique to the disciplines. It contains twelve appendixes with sample criteria and

rating forms.

Assessment in General Education

Alverno College Faculty. (2005). Ability-Based Learning Outcomes: Teaching and Assessment at Alverno College (6th ed.). Milwaukee, WI: Alverno Productions. Alverno College faculty have defined eight general student outcomes that form the basis of their instructional program and their assessment activities: Communication, Analysis, Problem Solving, Valuing in Decision-Making, Social Interaction, Developing a Global Perspective, Effective Citizenship, and Aesthetic Engagement. This publication provides examples of approaches to teaching and learning and assessment.

Association of American Colleges. (1994). Strong foundations: Twelve principles for effective general education programs. Washington, DC: Author. This report was prepared by participants in AAC’s Project on Strong Foundations for General Education. The collection reflects the thinking and discussions of individuals involved in shaping general education programs across 17 diverse institutions, and attempts to address three questions: “(1) What characteristics do successful programs share? (2) What common strategies do they employ to secure their sustained vitality? (3) What common problems do they experience?” (p. 1). The report is divided into two parts, each part containing six principles which provide the foundation for general education. The sections are: Articulating a Compelling Vision for General Education, and Forming an Evolving Community Based Upon a Vision of General Education. Assessment plays a major role throughout the report.

Banta, T. W. (1991). Contemporary approaches to assessing student achievement of general education outcomes. Journal of General Education, 40, 203-223. The author argues for a planning-implementing-assessing model for general education and illustrates each of these steps with current examples from institutional practice.

Banta, T. W. (Ed.). (2007). Assessing Student Achievement in General Education. San Francisco: Jossey-Bass. This collection of articles selected from *Assessment Update* describes rubrics, questionnaires, classroom assessment techniques, and capstone courses designed to assess achievement in general education and to make improvements in courses and curricula. Many of these methods have been developed by faculty at institutions across the country.

Bresciani, M. J. . (Ed.). (2007). Assessing student learning in general education. Bolton, MA: Anker. This book contains 13 case studies from community colleges, public four-year institutions of varying sizes and selectivity, liberal arts colleges, and a state system. Each of the case studies, written by faculty from the institution represented addresses a set of common topics including at least one challenge the campus faced as it defined and assessed general education, a strategy to address the challenge, and strategies to avoid.

Forrest, A. (1990). Time will tell: Portfolio-assisted assessment of general education. Washington, DC: American Association for Higher Education Assessment Forum. This reference serves as a guide for colleges in establishing or improving the use of

individual student portfolios in evaluating the general education program. The experience of seven institutions making extensive use of portfolios is related. Five sets of decisions form the basis for this work's organization: developing a definition of general education, deciding what to include in a portfolio and when, determining how and by whom the portfolios are to be analyzed, building a cost-effective process, and getting started.

Gaff, J. G. (1991). New life for the college curriculum: Assessing achievements and furthering progress in the reform of general education. San Francisco: Jossey-Bass. This book is based on information gathered on general education reform from 300 colleges and universities during the period 1989-1991. The book also incorporates the author's own perspective from experiences spanning decades of work in the field of general education.

The purposes of the book are: (a) to provide analysis on the public debate surrounding curriculum reform efforts, (b) to examine some early consequences of curriculum reform efforts, and (c) to recommend changes in organizational structures and priorities to better support general education.

Miller, R. (2007). Assessment in cycles of improvement: Faculty designs for essential learning outcomes. Washington, DC: Association of American Colleges and Universities. The purpose of this collection of campus vignettes is to illustrate how colleges and universities can design assessments linked to program outcomes across multiple years. The author introduces the Essential Learning Outcomes developed by AAC&U's Liberal Education and America's Promise (LEAP) initiative and each of the vignettes provides examples of one or more of these outcomes.

Parette, M. C., Powell, K. M. (Eds.) (2009). Assessment of Writing. Tallahassee, FL: Association for Institutional Research. Parette and Powell and the chapter authors address the changing times in writing across the curriculum, and the extensive use of electronic portfolios to assist with these efforts. The book points to increased collaboration among scholars from multiple disciplines as a common feature of the current philosophy in writing assessment. Eleven chapters written by authors describe the position statements on writing from several professional organizations and profile writing assessment processes at a wide array of institutions.

Ratcliff, J. L. & Associates (Eds.). (1995). Realizing the potential: Improving postsecondary teaching, learning, and assessment. University Park, PA: National Center on Postsecondary Teaching, Learning, and Assessment. This report synthesizes five years of research on college student learning conducted for the U.S. Department of Education, Office of Educational Research and Improvement by the National Center on Postsecondary Teaching, Learning, and Assessment. Written in a highly readable style, the report focuses on research findings and practical recommendations for practice in three general areas; students, faculty, and institutions. Findings related to students include factors affecting persistence, development of critical thinking, and how to help students make the transition to college. Faculty issues concerning satisfaction and faculty development as well as classroom teaching are highlighted. Institutional mission, issues associated with diversity, curriculum development and the role of Student Affairs are discussed in the section devoted to

institutional findings. The report concludes with implications for good practice in higher education and a bibliography of resources related to these topics.

Walvoord, B. E. (2014). Assessing and Improving Student Writing in College: A Guide for Institutions, General Education, Departments, and Classrooms. San Francisco: Jossey-Bass. Walvoord returns to her Writing-Across-the-Curriculum (WAC) roots in this concise guide to assessing and improving college students' writing. The volume addresses writing assessment and improvement at the institution-wide/general education, departmental, and individual instructor levels, offering a wealth of resources along the way: rationales for focusing on student writing, summaries of assessment and improvement philosophies and approaches, advice on getting started, discussion of writing support programs like writing centers, materials for a basic faculty development workshop, and an abundance of pedagogical wisdom in the section aimed at individual instructors. Each section includes annotated lists of other relevant resources, as well as illustrative examples.

White, E. M., Lutz, W. D., & Kamusikiri, S. (Eds.). (1996). Assessment of writing: Politics, policies, practices. Modern Language Association: New York. As a part of the Research and Scholarship in Composition series, this volume addresses the politics, policies, and guiding principles of assessment. These issues are explored in twenty-two essays that discuss how they prompt writing assessment, determine what form assessment will take, the procedures employed, and control the interpretation and use of the results of assessment. Part One of the book defines issues and provides background for writing

assessment; part Two addresses issues of reliability and validity; Part Three discusses models of writing assessment; race and gender issues are the focus of Part Four; and the last part of the book discusses the future of assessment, pointing out the ramifications for policy and practice.

Classroom Assessment Techniques

Angelo, T. A., & Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers (2nd ed.). San Francisco: Jossey-Bass. Teachers are the closest observers of learning as it takes place in their classrooms and thus have the opportunity to become effective assessors and improvers of their own teaching. This revised and expanded edition of the Handbook includes a self-contained self-assessment device and a section of fifty classroom assessment techniques. The techniques are indexed by appropriateness to particular teaching goals and usefulness for assessing content-knowledge, higher-order thinking skills, course-related attitudes and values, and students' reactions to the course. Using numerous case studies and examples, the authors describe and illustrate their approach to classroom assessment.

Brookhart, S. M. (1999). The art and science of classroom assessment: The missing part of pedagogy. ASHE-ERIC Higher Education Report (Vol. 27, No. 1) Washington, DC: The George Washington University, Graduate School of Education and Human Development. This monograph reviews the research on educational measurement and instruction. Next the authors draw upon this research to suggest principles for classroom assessment, which enhances teaching and produces meaningful data about student

learning outcomes. The following six sections summarize these principles to present an introduction to classroom assessment. The authors suggest options for classroom assessment, including paper-and-pencil tests, performance assessment, oral questions, and portfolios. In the next section assessment in the disciplines is discussed, and finally the authors consider grading methods and offer a review of the literature on grading.

Cross, K. P., & Steadman, M. H. (1996). Classroom research: Implementing the scholarship of teaching. San Francisco: Jossey Bass. This text provides useful and provocative case-studies that can be used by faculty members to develop their scholarship of teaching. The methods provided in the book can be applied in any classroom and within any discipline.

Driscoll, A. & Wood, S. (2007). Outcomes-based assessment for learner-centered education: A faculty introduction. This book presents outcomes-based assessment from the perspective of a campus administrator using the campus as context and a faculty member using the classroom as context. The first chapter discusses outcomes-based assessment, how to write outcomes, how to assess student work, and what improvements might be expected as a result of these activities. The subsequent chapters begin with stories and examples from campuses around the country that describe the use of outcomes-based assessment in the classroom. The chapters end with exchanges between the campus administrator and faculty member designed to continue the dual perspectives introduced in Chapter One.

Race, P. (2001). The lecturer's toolkit: A resource for developing learning, teaching, and

assessment, 2nd edition. London: Kogan Page.

This second edition of the toolkit is available in both a ring-bound format and a paperback book. The tool kit is thought provoking and motivating for novice and beginner lecturers and is an excellent resource for anyone in higher education who desires to improve their teaching skills. The updated tips the author provides include using assessment to improve student learning, improving assessment techniques, aligning assessments with course objectives, and conducting assessment in an efficient manner.

Schwartz, P., Mennin, S. & Webb, G. (Eds.). (2001). Problem-based learning: Case studies, experience and practice. London: Kogan Page. Problem-based learning is an effective and popular teaching technique that fosters learning through the use of practical problem solving that helps students think critically, work collaboratively, and solidify their knowledge and experience. This text offers case studies from several disciplines, including medicine, to demonstrate how problem-based learning has been used successfully. The text addresses how to gain support for this technique among faculty, practical issues involved with implementing and using problem-based learning, and facilitating the PBL process with reluctant students.

Weber, E. (1999). Student assessment that works: A practical approach. Needham Heights, MA: Allyn and Bacon. The book provides assessment activities and strategies with an emphasis on practical activities for the classroom. The book describes theoretic assumptions behind collaborative and authentic assessment, and then provides assessment approaches and activities that consider ways that students learn best and what

it means to be intelligent. The book is divided into three parts, with part one describing improved assessment practices based on collaboration that includes the student, parent and teacher. Part two discusses authentic assessment that can be incorporated into traditional classrooms and is particularly useful for high school teachers. Part three presents a variety of specific assessment activities that focus on collaborative and active learning.

Developing Goals for Assessment

Gardiner, L. F. (1989). Planning for assessment: Mission statements, goals, and objectives. Trenton, NJ: New Jersey Department of Higher Education. This 255-page report is a step-by-step guide to planning for assessment, reviewing mission statements, and setting goals, with tables of sample outcomes goals and objectives. A chapter on resources includes reference materials, organizations, institutions with outcome-based programs, and an annotated bibliography.

Middaugh, M. F. (2010). Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness. San Francisco, Jossey-Bass. The author provides an historical context for assessment of student learning, accountability, and institutional effectiveness, then examines issues related to students including admissions, engagement, retention, and completion. An additional chapter discusses measuring student learning outcomes as a component of institutional effectiveness. Later chapters present strategies for maximizing the effective deployment of human and fiscal resources to support teaching and learning.

Finally the author provides examples of

strategies for translating data into information that should be used to enhance institutional effectiveness and provides guideposts or resources addressing the issues in previous chapters.

Stark, J. S., Shaw, K. M., & Lowther, M. A. (1989). Student goals for college and courses: A missing link in assessing and improving academic achievement. ASHE-ERIC Higher Education Report, No. 6. Washington, DC: Association for the Study of Higher Education. Getting students to take active responsibility for their own education may depend on whether or not what the students themselves hope to accomplish is taken into consideration. Helping students define and revise their own goals is a valid educational undertaking.

Assessment of Student Development

American College Personnel Association. (1994). The student learning imperative: Implications for students affairs. Washington, DC: Author. This document is the product of discussions undertaken by a number of higher education leaders as part of ACPA's Student Learning Imperative Project. The document is intended to encourage debate on the ways in which student affairs professionals can create the conditions that lead to student learning and development. Systematic assessment is discussed as one of those conditions.

Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2003). Assessing student learning and development: A handbook for practitioners. Washington DC: National Association of Student Personnel Administrators. This volume is intended to assist student affairs practitioners in moving from an assessment of

programs to an assessment of student learning and development. By assessing student learning and development, student affairs professionals can demonstrate their contribution to the learning goals set by their institution. This text is applicable for any professional interested in knowing more about assessment in student affairs.

Council for the Advancement of Standards in Higher Education. (2006). CAS professional standards for higher education (6th ed). Washington, DC. This text provides standards and guidelines for student learning and development in numerous functional areas in higher education.

Garcia, M., Hudgins, C. Musil, C. M., Nettles, M. T., Sedlacek, W. E., & Smith, D. G. (2001). Assessing campus diversity initiatives: a guide for campus practitioners. Washington, DC: Association of American Colleges & Universities. This guide is the third of three monographs that comprise a series on diversity in higher education. This volume focuses on the assessment of campus diversity efforts. The text is accessible by novices and meaningful for veteran practitioners. The text covers the need for assessing diversity programs, provides guidelines and concepts for assessment, and documents various approaches to assessment methods, data collection, and data analysis. A case study and other exemplars are included.

Gelmon, S. B., Holland, B. A., & Driscoll, A. (2001). Assessing service-learning and civic engagement: Principles and techniques. Providence, RI: Campus Compact. Service-learning and civic engagement are important components of a college education. The techniques, examples, and explanations found in this book will enable both student affairs

practitioners and faculty to develop a strong plan for assessing both curricular and co-curricular service-learning. The text offers an overview of assessment methods and tools for measuring student outcomes and providing direction for program improvement.

Hanson, G. R. (1989). The assessment of student outcomes: A review and critique of assessment instruments. Trenton, NJ: New Jersey Department of Higher Education, College Outcomes Evaluation Program. This report, published to help faculty and administrators evaluate assessment instruments, provides an overview of assessment issues, strategies, instruments, and techniques. Hanson evaluates instruments that assess personal, career, moral, and cognitive development; student satisfaction; behavioral events; social attitudes; and learning styles.

Pace, C. R. (1990). The undergraduates: A report of their activities and progress in college in the 1980s. Los Angeles: University of California, Los Angeles, Center for the Study of Evaluation. Pace discusses five types of institutions, the six million undergraduates who attend them, the College Student Experiences Questionnaire that he developed to survey them, and the results of his survey of more than 25,000 students.

Schroeder, C. F. (Ed.). (1996). Journal of College Student Development Special Issue: The Student Learning Imperative, 37(2). Washington, D.C.: American College Personnel Association. This special issue begins with the preamble to the Student Learning Imperative: Implications for Student Affairs created by a group of educational leaders from higher education and student affairs to address how student affairs professionals can influence student learning

and development. Continuing with this theme, Alexander Astin discusses lessons learned from fifteen years of studying student involvement in learning. George Kuh presents principles for creating a seamless learning environment for undergraduates, and Charles Schroeder and James Hurst consider the design of learning environments that integrate the curriculum and co-curriculum. Perspectives on the effect of out-of-class experiences on student learning are presented by Patricia King and Marcia Baxter-Magolda, with a literature review on the subject by Patrick Terenzini, Ernest Pascarella, and Gregory Blimling. Richard Caple takes a look at the learning debate from an historical point of view, and lessons from the first year of the national study of student learning are reviewed by Ernest Pascarella, Elizabeth Whitt, Amaury Nora, Marcia Edison, Linda Hagedorn and Patrick Terenzini. The contributions of student development educators to student learning are considered by Gregory Blimling and Alfred Alschuler. A call for re-focusing student affairs on student learning is presented by Paul Bloland, Louis Stamatakos and Russell Rogers. Frances Stage discusses psychological theories of learning. Finally, five commentaries on the student learning imperative are presented by Anne Pruitt-Logan, Robert Brown, Theodore Miller, William Bondeson, and Melvin Terrell and Lemuel Watson.

Schuh, J. H., Upcraft, M. L. & Associates. (2001). Assessment practice in student affairs: An applications manual. San Francisco: Jossey-Bass. The authors state that their earlier work, Assessment in student affairs, was intended to set the context within which to view assessment and provide some practical tools for its implementation. Upon reflection and discussion with practitioners, the authors

concluded that the earlier work seemed to do a better job of setting the context than providing practical tools. In this current work, they continue the discussion of assessment in student affairs and provide more practical tools. New topics in this book include adding cost-effectiveness to their comprehensive assessment model; accreditation; Web-based data collection; and organizational implications of conducting assessment. Part One summarizes the authors' approach to assessment. In two chapters, the authors give an overview of assessment and the steps in the process. Part Two reviews assessment methods and provides advice on conducting focus groups, developing instruments, and selecting commercially developed instruments. In Part Three, the authors continue the discussion on assessing needs, satisfaction, outcomes, environments, cost-effectiveness, and accreditation that they began in Assessment in student affairs. Part Four focuses on assessing services and programs, including first-year programs, health services, financial aid, and admissions. In the final section, the authors sum up some issues facing practitioners, including how to get started, selecting a consultant, and ethical issues. An annotated bibliography of assessment instruments rounds out the book.

Suzuki, L. A., Ponterotto, J. G., & Meller, P. J. (2001). Handbook of multicultural assessment, 2nd ed. San Francisco: Jossey-Bass. Colleges and universities embrace diversity and multiculturalism in their mission statements, curricula, and programs. This text provides readers with insight, methods, and techniques to reliably assess minority populations. The book also provides insight into the issues of cross-cultural sensitivity and ethics in assessing minority populations.

Swing, R. L. (Ed.). (2001). Proving and improving: Strategies for assessing the first college year (Monograph No. 33). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition. This monograph is a collection of revised essays from invited contributors that were first published as a part of the online first year assessment listserv posts. The essays are organized into four sections: general philosophy and practical considerations; strategies for implementing assessment; assessment of general education, first year seminars, and learning communities; and suggestions and predictions. The essays represent some difference of opinion toward first-year experiences and the assessment of those experiences. Overall, the essays address the key concerns of what is known about students' first year experience and what evidence supports those concerns. Additionally, the essays address the utilization of assessment information and exchange of best practices both on campus and among institutions.

Swing, R. L. (Ed.). (2004). Proving and improving: Vol 2. Tools and techniques for assessing the first college year. Columbia, SC: National Resource Center for the First-year Experience and Students in Transition. This book is a collection of essays from the First-Year Assessment Listserv hosted by the National Resource Center for The First-Year Experience and Students in Transition and the Policy Center on the First College Year. The essays included in this book provide reviews of commercially available instruments and describe good practices in assessing learning during the first college year. Qualitative assessment methods and case studies are also shared in this second volume in a series.

Upcraft, M. L. & Schuh, J. H. (1996). Assessment in student affairs: A guide for practitioners. San Francisco: Jossey-Bass. A comprehensive guide to assessment in the field, designed as a sourcebook for professionals, graduate students, and faculty. The book is divided into three parts. Part One renders basic definitions, addresses key assessment questions, and describes qualitative and quantitative strategies for assessment. Part Two addresses areas of assessment in student affairs and includes chapters on assessing student needs and benchmarking. Topics covered range from tracking student program usage to assessing campus environments. Part Three addresses issues of reporting and using results of assessment, professional ethics, and the importance of developing a comprehensive assessment program.

Assessment in Community Colleges

American Association of Community Colleges, Community College Roundtable. (1994). Community colleges: Core indicators of effectiveness. AACC Special Report No. 5. Washington, DC: Community College Press. In 1992, ten leaders in the field of institutional effectiveness gathered to identify core indicators of effectiveness for community colleges. The product of their deliberations is this report which is organized in three major sections: (a) a brief overview of effectiveness within the context of community colleges, (b) definitions and guidelines for measuring important indicators, and (c) detailed technical descriptions of thirteen core indicators.

Banta, T. W. (1999). Assessment in community colleges: Setting the standard for higher education? Boulder, CO: National Center for Higher Education Management Systems. The book focuses on assessment issues at community colleges, with an eye on

how those best practices might inform and influence assessment in higher education. The first chapter of the book outlines some approaches to assessing four components of the community college mission (general education, career and occupational education, continuing education, and transfer). The second chapter presents examples of the evaluation of overall institutional effectiveness. The third chapter discusses the uses of assessment findings to effect improvements, and the fourth chapter draws some generalizations from practice about how community colleges have achieved success in assessment.

Banta, T. W. (Ed.). (2004). Community College Assessment. San Francisco: Jossey-Bass. This booklet includes a set of articles that address assessment issues specific to community colleges. Specifically, evaluating transfer success, assessing employer needs, community and technical college students' perceptions of student engagement, and corporate partnerships in assessment are covered.

League for Innovation in the Community College. (1990). Assessing institutional effectiveness in community colleges. Laguna Hills, CA: League for Innovation in the Community College. The authors of this monograph encourage community colleges to build assessment programs around their stated missions. Chapters provide assessment guidelines for issues central to traditional community college missions, such as transfer, career preparation, basic skills development, continuing education, and access. Each mission is discussed in the context of clients, programs, assessing effectiveness, and assessing the mission itself. Two appendices discuss resources and instruments.

Midlands Technical College. (1997). Managing your institution's effectiveness: A user guide. Washington, D. C.: The American Association of Community Colleges, The Community College Press. This practical workbook provides a blueprint for building a program to assess institutional effectiveness for two-year colleges. The model rests on the belief that assessment must be used for purposes of improvement as well as accountability. The purpose of the workbook is to provide a vision and philosophy for assessment, a planning matrix, and flexible resources and tools to implement an assessment program. The workbook includes forms, sample reports, lists of critical success factors for many dimensions of institutional effectiveness, and several survey instruments. The utility of the model is enhanced by the inclusion of computer disks in both Macintosh and IBM format that include most of the model's documents. The model developer, Midlands Technical College, is a multi campus, comprehensive community college with approximately 10,000 degree-seeking students and continuing education enrollment of 25,000.

Serban, A. M., & Friedlander, J. (2004). Developing and implementing assessment of student learning outcomes. New Directions for Community Colleges, No. 126. San Francisco: Jossey Bass. This issue provides a wealth of examples of measuring student learning outcomes at community colleges. Faculty and staff at community colleges will find resources on assessing student learning and institutional effectiveness, accreditation and program review.

Seybert, J. A. (Ed.). (2006). Benchmarking: An essential tool for assessment, accountability, and improvement. [Special issue]. New Directions for Community Colleges, 134 (Summer 2006). This volume is comprised of four major sections, each with two chapters highlighting four initiatives: the Kansas Study of Community College Costs and Instructional Productivity, the Noel-Levitz Student Satisfaction Inventory, the Community College Survey of Student Engagement and the National Community College Benchmark Project. The first chapter in each section introduces and describes one of the four initiatives and the second chapter of the section describes how a participating institution or state system used data from that initiative, paying particular attention to ways in which the data and information were used for assessment, benchmarking, institutional improvement, planning, management, and decision making. This volume describes not only these innovative national data collection and benchmarking consortia, but also best practice examples of using data and information from these four initiatives.

History of Assessment

Heywood, J. (1977). Assessment in higher education. New York: John Wiley & Sons. This book provides an historical perspective on higher education assessment in the 1970s. It focuses on the determination of objectives for courses or curriculum, as well as the extent to which those objectives are attained. The author emphasizes that useful assessment will only be achieved when the "design of assessment and examination procedures is made an integral part of the process of curriculum development and evaluation."

Moses, J. & Boas, G. (1998). Evaluating the college: Performance assessment in higher education. New York: Primary Research Group. This work examines the history of institutional assessment and focuses on the reasons that institutions may switch from a faculty-based model of evaluating colleges to an outcomes-based model. Fifteen institutions and their approaches to assessment are examined; one of these is Alverno College. The authors provide a general overview of the types of assessment methods the institutions use as well as how campus constituents are involved in the assessment process. The focus then shifts to state governments and their call for institutional reports on effectiveness, and ends by briefly examining the provisions by both federal and private organizations of assessment services to higher education institutions. The work is brief but provides a general overview for those who are not familiar with assessment in higher education.

Portfolios in Assessment

Banta, T. W. (Ed.). (2004). Portfolio Assessment: Uses, Cases, Scoring, and Impact. San Francisco: Jossey-Bass. This booklet is comprised of a set of articles that examine the use of portfolios to assess and improve general education, the major, advising, and overall institutional effectiveness.

Cambridge, D. (2010). Eportfolios for Lifelong Learning and Assessment. San Francisco: Jossey-Bass. Cambridge draws on work in philosophy, sociology, higher and adult education, and elearning research to articulate the foundations of an educational vision that is distinctively supported by

eportfolio use,. He surveys the state-of-the-art of international eportfolio practice and suggests future directions for higher education institutions in terms of curriculum, assessment, and technology.

Cambridge, D.; Cambridge, B., & Yancey, K. B., (Eds.) (2009). Electronic Portfolios 2.0: Emergent Research on Implementation and Impact. Sterling, VA: Stylus. This volume, drawn from half a decade of research conducted under the auspices of the Inter/National Coalition for Electronic Portfolio Research (I/NCEPR showcases the state-of-the-art of electronic portfolio research and practice today.

Chapters in the two opening sections focus on the role of eportfolios and reflection in eportfolios in supporting students as they develop personally, intellectually, and professionally and “create virtual identities” (p. 41) by representing themselves and their accomplishments in the digital environment.

Later sections of the volume address eportfolio technologies, implementation issues, and use of eportfolios to document and assess learning. Over the last generation, higher education has moved toward an emphasis on complex, higher-order thinking abilities as key outcomes of baccalaureate education.

Courts, P. L. & McInerney, K. H. (1993). Assessment in higher education: Politics, pedagogy, and portfolios. Westport, CT: Praeger Publishers. This work focuses on the use of portfolios in assessing programs, student learning, and curriculum. The authors believe that portfolio assessment of both programs and student learning serves as a guide to those interested in assessment. The theme that the authors strive to emphasize throughout the book is that teachers can guide assessment approaches so that they can be informed by

evidence in order to better understand their students' needs and abilities. In addition, the authors cite several examples of instructional sheets for students, faculty, and advisors, as well as sample portfolio assignments.

Michelson, E., Mandell, A., & Collaborators. (2004). Portfolio development and the assessment of prior learning: Perspectives, models, and practices (2nd ed.). Sterling, VA: Stylus Publishing, LLC. Portfolios have been used to demonstrate student learning in particular courses as well as the mastery of learning outcomes. This book discusses another use of portfolios; specifically, using portfolios to demonstrate prior learning of students. The techniques described in this text are particularly applicable for adult students in higher education.

Program Evaluation/Planning/Assessment

Barak, R. J. & Mets, L. A. (1995). Using academic program review: New Directions for Institutional Research, No. 86. San Francisco: Jossey Bass. This work provides readers with numerous ways in which the results of program reviews can be utilized. This volume will be of particular interest to institutional researchers and planners and encourages the use of program review results in planning and budgeting processes.

Bresciani, M. J. . (2006). Outcomes-based academic and co-curricular program review: A compilation of institutional good practices. Sterling, VA: Stylus. This book presents the results of a survey of over forty institutions to characterize good practices in program review. The respondents were asked to submit a case study that describes the processes used and

resulting improvements.

Keeling, R. P., Wall, A. F., Underhile, R., and Dungey, G. J. (2008). Assessment Reconsidered: Institutional Effectiveness for Student Success. International Center for Student Success and Institutional Accountability (ICSSIA). This monograph sets forth a vision of assessment as integral to institutional effectiveness and meaningful student learning in higher education. The volume's various chapters offer an extended argument for the inter-related roles of planning, assessment, and effectiveness in higher education and advocate adoption of more nuanced concepts of public accountability. The authors urge higher education institutions to re-commit themselves to providing a powerful, intentional, and transformative education that prepares students for the realities of 21st-century life. While *Assessment Reconsidered* is not a "how-to" manual, it includes useful discussions and lists of key assessment questions, principles for developing rigorous and credible assessment practices, and guidelines for using quantitative, qualitative, and mixed-method assessment approaches. Later chapters address the costs of assessment (not only the financial costs, but the costs in time and political capital), the relationship of assessment to institutional policy, and the importance of building institutional capacity for assessment. Indeed, the treatment of assessment and institutional effectiveness here, and of their linkages with policy and accountability issues, may make this volume a useful one for a provost or president.

Lee, W. Y. (2004). Assessment and program evaluation (2nd ed.). Washington DC: Association for the Study of Higher Education. This five-section volume covers key readings

on assessment and program evaluation with a balance between seminal and progressive essays. Each section begins with an introduction and concludes with questions for discussion. The topics include: conceptual issues of assessment and evaluation; administration and institutional performance; teaching and learning; student performance and outcomes; and measurement issues.

Penny Light, T., Chen, H. L., & Ittelson, J. C. (2012). Documenting Learning with ePortfolios: A Guide for College Instructors. San Francisco: Jossey-Bass. As higher education institutions intensify their efforts to assess student learning and achievement, ePortfolios are increasingly a tool of choice. The advantages they afford over more traditional assessment methods include the ability to accommodate a wide variety of authentic demonstrations of learning; give us insight into complex, so-called “ineffable,” learning outcomes; yield actionable information for improvement; and provide a powerful learning experience for their student authors. This volume by ePortfolio researchers Tracy Penny Light, Helen Chen, and John Ittelson offers new practitioners a helpful introduction to ePortfolios and guidelines for implementing them to take maximum advantage of their potential to enrich teaching, learning, and assessment.

Peterson, M. W., Mets, L. A., Trice, A., & Dill, D. (Eds.). (2003). ASHE Reader on Planning and Institutional Research. Upper Saddle River, NJ: Pearson Custom Publishing. This is a comprehensive overview of planning and institutional research in higher education. The work contains articles from well known professionals and can be used for staff development or continuing professional education.

Stark, J. S., & Thomas, A. M. (Eds.). (1994). Assessment and program evaluation: An ASHE reader. Needham Heights, MA: Simon & Schuster. This reader, published by the Association for the Study of Higher Education, provides a broad perspective on assessment and program evaluation from a wide variety of sources, many of which are difficult to access. The reader is divided into seven parts and covers a number of important topics necessary for successful assessment. The topics covered are: (a) assessment and program evaluation, including sections on the history of and frameworks for evaluation; (b) primary audiences in assessment and program evaluation, addressing those both internal and external to the institution; (c) planning assessments and evaluations, including guidelines for involving audiences, choosing models and strategies, and evaluating costs and benefits; (d) conducting assessment and evaluation focusing on the technical aspects of collecting and interpreting data; (e) communicating and using results, especially by linking assessment to decision-making; (f) evaluating the assessment or program evaluation; and (g) examples of assessment and program evaluation, concentrating on three different approaches.

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2004). Handbook of practical program evaluation, 2nd ed. San Francisco: Jossey Bass. This handbook provides readers with a thorough description of program evaluation. The text includes methods to assess program effectiveness and improve program outcomes.

Books/Collections/Review Articles on Assessment Topics

Allen, M. J. (2004). Assessing academic programs in higher education. Bolton, MA: Anker Publishing Company, Inc. This book is

based on a workshop model developed by the author and provides a thorough guide to developing and implementing a learner-centered assessment plan. The author defines assessment, describes how to conduct assessment and use the results to improve programs and student learning.

Alverno College Faculty. (1994). Student assessment-as-learning at Alverno College (3rd ed.). Milwaukee, WI: Alverno College Institute. Alverno has a rich and well known history of unique approaches to assessment. Specifically, the assessment-as-learning theory has guided work there for over 30 years. This book details the theory and thus is a helpful resource for understanding the Alverno College system of assessment.

Astin, A. W. (1991). Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education. New York: ACE/Macmillan. The author provides a detailed critique of traditional assessment policies and addresses the major issues related to assessment including its underlying philosophy, classroom assessment, comprehensive assessment program design, statistical data analysis, and dissemination of results. A detailed explication of the input-environment- output (I-E-O) assessment model furnishes an organizing framework for the text.

Astin, A. W. (1993). What matters in college? Four critical years revisited. San Francisco: Jossey-Bass. The author presents a new and expanded study of how students change and develop in college. Studying more than 20,000 students, 25,000 faculty members, and 200 institutions, Astin suggests how academic programs, faculty, student peers groups, and other variables affect students' college experiences. This study examines how

192 environmental variables affect personality and self-concept; attitudes, values, and beliefs; patterns of behavior; academic and cognitive development; career development; and satisfaction with the college environment as outcomes related to college attendance. The variables are described under the following categories: characteristics of institutions, curriculum, faculty, peer group, residence, major, financial aid, and student involvement.

Banta, T. W. (Ed.). (2004). Hallmarks of Effective Outcomes Assessment. San Francisco: Jossey-Bass. The booklet details quality assessment practices. The collection of articles in this booklet demonstrate the necessary components for a successful assessment program.

Banta, T. W., & Associates. (1993). Making a difference: Outcomes of a decade of assessment in higher education. San Francisco: Jossey-Bass. Based on a survey of assessment coordinators at 115 institutions widely known for their work in outcomes assessment, this book presents a comprehensive account of the important, and sometimes difficult, lessons learned in outcomes assessment. The book brings together detailed first-person accounts to show how assessment findings have been used to improve programs, student services, and student learning.

Banta, T. W., & Associates. (2002). Building a scholarship of assessment. San Francisco: Jossey-Bass. This book chronicles the history and current status of outcomes assessment in higher education, discusses the underpinnings of assessment, and provides evidence that assessment is not a fad that will soon fade. Part One traces the history of outcomes assessment and provides a summary

of its current status using a national study on organizational and administrative support for assessment. Part Two proposes a range of areas (including psychology, education, analytical methods, public policy, organizational behavior, and technology) that underlie the theoretical perspectives on which the scholarship of assessment is based. Part Three describes basic methods and tools used in the scholarship of assessment. Some of the methods described in Part Three include those using technology, such as computer-based tests, Web-based surveys, and electronic portfolios. Part Four provides an overview of the application of methods and cites examples in which scholarly assessment is underway. This section discusses assessment that takes place in the classroom, at the program level, and across the institution. Finally, Part Five summarizes good practice developed from scholarly assessment and suggests an agenda for future work in the scholarship of assessment.

Banta, T. W., Jones, E. A. & Black, K. E. (2009). Designing effective assessment: Principles and profiles of good practice. San Francisco: Jossey-Bass. Building on an earlier work describing successful campus programs this book explores the significant advances in the use of technology and the increased reliance on assessment findings to make key decisions. Part one of this book introduces a set of principles for good practice in planning, implementing, and sustaining assessment derived from Banta's final chapter in *Building a Scholarship of Assessment* (2002). This section provides examples from some 146 profiles submitted by colleagues across the country. The final section includes 49 detailed profiles organized around the principles of good practice described in the first section of the book.

Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W. (1996). Assessment in practice: Putting principles to work on college campuses. San Francisco: Jossey-Bass. This volume is based on 165 case studies collected from campuses across the country. The book is divided into two parts. The first section is structured around the "Principles of Good Practice for Assessing Student Learning" (AAHE, 1992), which provide a general framework for conceptualizing assessment. The second section portrays individual campus assessment strategies from over 85 institutions, written in the words of the faculty, student affairs professionals, and campus assessment administrators who developed them. The cases are grouped as follows: Assessing Student Achievement in the Major, Assessing Student Achievement in General Education, Assessing Student Development and Progress, Assessment at the Classroom Level, Faculty Development to Promote Assessment, and Developing a Campus-wide Approach to the Assessment of Institutional Effectiveness.

Berlak, H., Newmann, F. M., Adam, E., Archbald, D. A., Burgess, T., Raven, J., & Romberg, T. A. (1992). Toward a new science of educational testing and assessment. Albany: State University of New York Press. This collection of eight essays calls for a new approach to assessment. This new approach enables assessment practitioners to meet the demands of accreditors and stakeholders.

California State University Institute for Teaching and Learning. (1992). Student outcomes assessment: What makes it work? Assessment practices and experiences in the California State University. Long Beach: Author. This book presents a "meta-assessment" of 15 assessment projects that

were conducted on California State University campuses. In this FIPSE-funded evaluation, eight variables emerged as predictors of effective assessment projects: measurement issues, audience, administrative support, faculty involvement, assessment expertise, faculty workload, multi-cultural issues, and multiple measures. One chapter is dedicated to equity and multi-cultural issues in assessment.

Erwin, T. D. (1991). Assessing student learning and development: A guide to the principles, goals, and methods of determining college outcomes. San Francisco: Jossey-Bass. Intended as a place to start, this book is a practical guide for faculty, student affairs professionals, and administrators who are involved in assessing the effectiveness of their programs. The reference provides common terms, principles, issues, and selected literature from a variety of disciplines.

Ewell, P. T. (1991). To capture the ineffable: New forms of assessment in higher education. In G. Grant (Ed.), Review of Research in Education, Vol. 17 (pp. 75-125). Washington, DC: American Educational Research Association The author gives a historical and contextual account of assessment, concluding that an agenda of reform is in assessment's essential character. Ewell observes that assessment operates on two contradictory imperatives: academic improvement and external accountability. A taxonomy of approaches to assessment, a critical review of current practice, and recommendations for the future of the field is offered.

Ewell, P. T. (Ed.). (1995). Student tracking: New techniques, new demands: New Directions for Institutional Research, No. 87. San Francisco: Jossey Bass. This volume

demonstrates the use of longitudinal studies to meet the demands of stakeholders and accreditors. The uses and possibilities for longitudinal studies, and student tracking databases are covered.

Farmer, D. W. (1988). Enhancing student learning: Emphasizing essential competencies in academic programs. Wilkes-Barre, PA: King's College Press. This monograph describes the implementation of an outcomes-oriented curriculum and course embedded assessment model at King's College. Peter Ewell remarks in his foreword to the book, "If the integrity of the curriculum is maintained and its effectiveness demonstrated, external benefits will naturally follow." A measure of that integrity at King's College is for faculty to be able to tell students how the intended outcomes of the curriculum are related to the college's definition of an educated person. Five years of faculty development preceded discussion of curriculum changes, with the concept of assessment introduced only after faculty had accepted an outcomes-oriented curriculum. Excellence at King's College means measuring what actually happens to students while attending college and helping students transfer liberal learning skills across the curriculum.

Finley, A., and McNair, T. (2013). Assessing Underserved Students' Engagement in High-Impact Practices. Washington, DC: Association of American Colleges and Universities. We hear a lot about so-called "high-impact practices" these days, and, indeed, the evidence that these practices boost students' chances of academic success is persuasive (Kuh, 2008). In *Assessing Underserved Students' Engagement in High-Impact Practices*, authors Ashley Finley and Tia McNair report on a study that examined the impact of these practices (including

learning communities, service learning, study abroad, internships, student/faculty research, and senior capstone experiences) on students from traditionally underserved populations, as well as these students' access to such practices. Written for an audience of campus practitioners, the monograph aims to address the persistent educational disparities between underserved (i.e., underrepresented minority, first-generation, transfer, and low-income) and "traditionally advantaged" college students. The monograph closes with recommendations for improving equity in high-impact practices on individual campuses, including a reminder to supplement the indirect methods used in this study with direct assessment of student work.

Freeman, R., & Lewis, R. (1998). Planning and implementing assessment. London: Kogan-Page. This book provides a review of the meaning and history of assessment in higher education both in the UK and elsewhere. The authors describe assessment as a way to evaluate student performance and to improve both teaching and learning. Additionally, key concepts such as the type of assessment conducted, reliability, validity, and the methods of assessment, are covered.

Gaither, G. H. (1998). Quality assurance in higher education: An international perspective. New Directions for Institutional Research, No. 99. San Francisco: Jossey-Bass. This book contains eight chapters by twelve different authors that focus on the best quality assurance practices in five countries, as well as a selection of resources including web sites and other electronic resources to assist practitioners.

Gray, P. J., & Banta, T. W. (1997). The campus-level impact of assessment: Progress,

problems, and possibilities. New Directions for Higher Education, No. 100. San Francisco: Jossey-Bass. This book contains seven chapters by ten different authors who attempt to answer the question: Has assessment made a difference? The first chapter presents a conceptual framework for assessing the factors that influence progress or problems with assessment. Chapters two through six are selected longitudinal case studies of institutions that discuss both the progress and the problems encountered in assessment. The final chapter outlines ten principles of good assessment, and uses these ten principles as a vehicle for discussing conditions that make assessment possible or present barriers to implementing assessment.

Halpern, D. (Ed.). (1987). Student outcomes assessment: What institutions stand to gain. New Directions for Higher Education, No. 59. San Francisco: Jossey-Bass. Halpern suggests in the overview that institutions change priorities in order to focus on student learning. Chapters include campus-based assessment programs, inadequacy of traditional measures, public policy issues, and models of student outcomes assessment from Tennessee, California, Missouri, and New Jersey. In the final chapter Halpern notes eight factors that have been crucial to successful programs.

Hatfield, S. R. (Ed.). (1995). The seven principles in action: Improving undergraduate education. Bolton, MA: Anker Publishing, Co. This book is structured around Chickering and Gamson's "Seven Principles for Good Practice in Undergraduate Education," which were developed in 1987. The volume highlights each of the seven principles and illustrates these principles with examples of practice from an array of institutions--two- and four-year, public and private, large and small. The work includes copies of institutional, faculty, and student inventories of good practice.

Haworth, J. G. (1996). Assessing graduate and professional education: Current realities, future prospects. New Directions for Institutional Research, No. 92. San Francisco: Jossey-Bass. This book contains seven chapters by nine different authors that focus on the assessment of post-baccalaureate education. Issues discussed include the challenges is assessing graduate and professional education; assessing demand for graduate and professional education; rethinking admission criteria; refocusing on student learning; increasing student retention; documenting student outcomes; and a proposed agenda for future research.

Huba, M. E., & Freed, J. E. (2000). Learner-centered assessment on college campuses: Shifting the focus from teaching to learning. Upper Saddle River, NJ: Allyn & Bacon Both veteran and novice assessment practitioners from different types of institutions will benefit from the good practices, integration of new and previous assessment findings, and recommendations presented in this work. With a focus on student learning, assessment of learning, and using assessment results to direct or inform a continuous improvement process, this book offers guidance for articulating learning goals, evaluating student work, and using feedback to make improvements.

Huber, M. T., & Hutchings, P. (2005). The advancement of learning: Building the teaching commons. San Francisco: Jossey-Bass This text thoroughly examines the scholarship of teaching and learning. Beginning with the history and development of the scholarship of teaching and learning, the authors offer a summary of the current state of scholarship and offer insight into the future of the scholarship of teaching and learning.

Hutchings, P., & Marchese, T. (1990). Watching assessment: Questions, stories, prospects. Change, 22, 12-38. The authors review the development of the assessment movement and consider how it is practiced. The assessment goals and programs of four campuses are described in detail as examples of how assessment is being carried out in diverse colleges and universities. Common characteristics, major themes, and recommendations for the future are offered.

Jacobi, M., Astin, A. W., & Ayala, F., Jr. (1987). College student outcomes assessment: A talent development perspective. ASHE-ERIC Higher Education Report, No. 7. Washington, DC: Association for the Study of Higher Education. This monograph describes several factors that contribute to useful outcomes assessment: (a) assessment data explicate issues facing educational practitioners, (b) assessment yields information about students' growth and development, (c) longitudinal data describe students' educational experiences so that their effects can be evaluated, and (d) results are analyzed and presented in a manner that facilitates their use by practitioners. Approaches to assessment that make these contributions are described.

Jacobs, F., & Hundley, S. P. (2010). Understanding and Supporting Adult Learners. San Francisco, Jossey-Bass. The authors provide an historical look at adult learners going to college and explore a variety of issues related to adult learners. A series of profiles is presented that, in part, includes discussion about issues of prior learning, classroom management, planning programs, resource allocation and evaluating the effectiveness of programs for adults. Each profile includes a section on Questions for Consideration and Discussion. The final chapter proposes a framework for colleges and universities to use to "analyze and improve the environment for adult learners." (p XII).

Kuh, G., Ikenberry, S., Jankowski, N., Cain, T., Ewell, P., Hutchings, P., & Kinzie, J. (2015). Using Evidence of Student Learning to Improve Higher Education. San Francisco, CA: Jossey-Bass. This publication was prompted by research findings documenting the widespread perception of assessment as a compliance activity and persistent concerns among practitioners about infrequent use of assessment results for improvement. The book takes as its proposition “that student learning outcomes assessment and the evidence it produces can be more consequential *if the work focuses squarely on the questions about student performance [asked by] institutions, partners, and end users*” (7). The book addresses the challenge of explaining how colleges and universities can move from assessment for compliance with external demands to assessment for improvement of student and institutional performance. The result is an important practical resource for assessment professionals as they work with faculty, students, and institutional leaders at all levels of involvement. Three sections group sets of activities and practices for developing and applying consequential assessment results to improvement initiatives. Throughout the volume, the authors combine advice on effective strategies (e.g., rethinking transparency, engaging leaders at all levels from unit to governing board) with tactical examples of institutional practice.

Kuh, G. D., Kinzie, J., Schuh, J., Whitt, E., & Associates. (2005). Assessing conditions to enhance educational effectiveness: The inventory for student engagement and success. San Francisco: Jossey-Bass. This companion inventory for *Student Success in College: Creating Conditions That Matter* presents a framework for institutions to use in working through the difficulties of examining institutional effectiveness, sustaining the effort, and acting to address the issues uncovered. This template is designed to help

institutions explore not only what they are doing but how it is working, and where improvements can be made to create conditions for student success.

Kuh, G. D., Kinzie, J., Schuh, J., Whitt, E., & Associates. (2005). Student success in college: Creating conditions that matter. San Francisco: Jossey-Bass. This book describes examples from twenty colleges and universities that were involved in the Documenting Effective Educational Practice (DEEP) project. Chapters Two through Six describe the six overarching features common to all twenty DEEP institutions. Subsequent chapters provide examples of policies and practices from these institutions that the authors believe to be adaptable to a wide array of institutions. The final chapters include interpretation of the findings and recommendations.

Lee, J. D., & Stronks, G. G. (Eds.). (1994). Assessment in Christian higher education: Rhetoric and reality. Lanham, MD: University Press of America, Inc. This is a collection of essays which grew out of a 1993 conference sponsored by the Calvin Center for Christian Scholarship. The collection focuses on assessment in Christian higher education and is divided into three sections: issues, research, and research briefs. The section on issues relates assessment to institutional mission and discusses ways in which assessment can actually help institutions fulfill their mission. The second section on research consists of chapters which links the impact of Christian liberal arts colleges to student learning and development. Finally, the third section, research briefs, contains three studies on assessment at Christian colleges.

Light, R. J. (1992). The Harvard Assessment Seminars second report: Explorations with students and faculty about

teaching, learning, and student life. Cambridge, MA: Harvard University, Graduate School of Education and Kennedy School of Government. The Harvard Assessment Seminars were begun in order to encourage innovation in teaching, curriculum, and advising, and to evaluate the effectiveness of each innovation. Administrators, faculty, and students work together in small groups on long-term research projects--designing, implementing, and assessing innovations. The report summarizes findings, lists participants and references, and provides descriptive charts.

Liston, C. (1999). Managing quality and standards. Buckingham, United Kingdom: Open University Press. The objective of the book is to dispel fear and discomfort and increase knowledge of the practice of managing quality within higher education. The first chapter presents key terms and a brief overview of principles and practices for managing quality in post-secondary education. Chapter two presents a history of the quality movement. Chapter three introduces the international perspective of quality management. Chapter four addresses quality improvement in the education environment; including principles and processes of quality improvement; the tools, measurement and evaluation of quality improvement; and the costs and casualties of quality improvement models. Chapter five discusses linking quality management to the planning process. Common types of benchmarking in higher education are described in Chapter six, as well as a discussion of principles of best practice. Several models of quality management are considered in Chapter seven. Finally, in Chapter eight the future of post-secondary education institutions is considered, as well as the benefit of transforming quality management within higher education from accountability focused to improvement focused.

Loacker, G. (Ed.).(2000). Self assessment

at Alverno College. Milwaukee, WI: Alverno College Institute. This is a collection of essays by Alverno College faculty representing a variety of disciplines. The authors describe their experiences in employing self-assessment as a learning technique. Their essays also address methods and techniques for helping students develop self-assessment skills.

Maki, P. L. (Ed). (2010). Coming to Terms with Student Outcomes Assessment. Sterling, VA. Stylus. In the fourteen essays in this collection the authors provide a glimpse of the struggles of implementing and integrating assessment on college campuses. Some of the struggles were internal and others involved external forces and mandates. Authors from a wide-range of institutions and states describe assessment processes and activities and lessons learned at the department and college-wide levels and in between.

Maki, P. L. (2004). Assessing for learning: Building a sustainable commitment across the institution. Sterling, VA: Stylus Publishing, LLC. The author developed and refined a set of assessment processes that can be adapted for almost any campus and shares them in Assessment for learning. This text provides case studies, models, worksheets, and exercises for use in developing an assessment plan that measures student learning in an intentional and consistent manner.

Mentkowski. M. & Associates (2000). Learning That Lasts: Integrating Learning, Development, and Performance in College and Beyond. San Francisco: Jossey Bass. The authors explore how learners develop and how educators foster skills for learning, leading, teamwork, and adapting with integrity in college and beyond. Included are practical strategies for encouraging a diverse group of students to engage in lifelong learning.

Drawing on two decades of longitudinal studies of student learning at Alverno College, educational theories, and experience, the authors illustrate how faculty and academic staff design effective curricula and innovative programs, and implement key institutional goals.

Metropolitan Universities: An International Forum, 3(4). . (1993). Entire issue. This special journal volume presents nine articles about assessment in higher education. While the journal was created to respond to unique issues facing metropolitan universities, the articles themselves are of interest to assessment practitioners at a variety of institutions. The topics covered include an innovative Freshman Studies Program, portfolio assessment, assessment of English as a Second Language (ESL), assessment in professional schools, assessment of nonacademic changes in students at an urban institution, assessment and diversity, and participatory evaluation for assessing curricular reform.

Miller, A. H., Imrie, B. W., & Cox, K. (1998). Student assessment in higher education: A handbook for assessing performance. London: Kogan Page Limited. The book provides an overview of the many approaches to classroom assessment in higher education. It is divided into three major sections, each of which corresponds to an important aspect of assessment. The first section discusses the place of various forms of assessment in the total curriculum, including the functions of assessment. The second describes various assessment methods which have proven to be effective in higher education, as well as a discussion of the timing of assessment tasks. The final section includes a discussion of assessment reporting systems, evaluation of the quality of different types of assessment, a discussion of academic dishonesty, and a look at current and future developments in assessment. This book is a

useful reference for anyone interested in classroom assessment, and particularly useful for faculty who are unfamiliar with the relevant research and literature in higher education and are not satisfied with the assessment methods they are currently using.

Miller, B. A. (2006). Assessing organizational performance in higher education. San Francisco: Jossey Bass. The book takes a fresh look at who is conducting assessments and how that information is being used. Different users approach assessment with unique perspectives and this text encourages readers to apply existing methods and technologies to meet the needs of different audiences.

Moon, J. A. (1999). Reflection in learning and professional development: Theory and practice. Sterling, VA: Stylus Publishing.. This book reviews the literature on reflection, explores the relationship between reflection and learning, and discusses how reflection can be used to improve learning and professional practice.

Moran, J. J. (2001). Assessing adult learning: A guide for practitioners, revised edition. Melbourne, FL: Krieger Publishing. The revised edition of Assessing adult learning: A guide for practitioners provides new information for those who are interested in informal assessment of adult learners. This type of assessment can be conducted in a classroom setting as well as an alternate setting such as a professional development training course. The text includes the basics of informal assessment, assessment strategies, and current issues in assessment and encourages readers to apply these principles to their own work. The text also guides the reader through test design and use of student responses. Performance assessment and portfolios are addressed for those who find these methods of assessment to be most appropriate for their needs.

Nettles, M. T. (Ed.). (1990). The effect of assessment on minority student participation. New Directions for Institutional Research, No. 65. San Francisco: Jossey-Bass. This monograph examines a number of assessment issues related to access, achievement, performance, and success for minority students in higher education. Material for the monograph is organized under the following chapter headings: Assessing Minorities for Graduate Admissions; The Impact of Assessment Policies on Minority Achievement and Participation in Teacher Education; Assessing the Educational Performance of Minority Students: The Case of Asian and Pacific Americans; The Challenge of Diversity: Implications for Institutional Research; Assessing Program Effectiveness in an Institution with a Diverse Student Body; The Effects of Assessment on Minority Participation and Achievement in Higher Education; and How Prepared Are Our Minority Students for College-Level Mathematics.

Palloff, R. M.; & Pratt, K. (2009). Assessing the Online Learner: Resources and Strategies for Faculty. San Francisco: Jossey-Bass. The authors provide practical advice and advocate authentic and collaborative learning and assessment approaches, urging readers to incorporate real-world tasks into evaluation of student work and to take maximum advantage of online collaboration tools like wikis and discussion boards.

The book is organized into two sections: "Assessment Basics," which reviews principles of effective instructional design and assessment and applies these to the online environment; and "The Assessment and Evaluation Toolkit." Alignment of learning activities with desired outcomes, the use of case studies and simulations, and student peer- and self-assessment through reflection are key emphases in both sections. The book's second

section opens with a discussion of rubrics and rubric development.

Other resources include extended examples of performance assessments, and a set of criteria for using such assessments. Palloff and Pratt also provide guidelines for ensuring validity and reliability in test and quiz development, discussion of electronic portfolios, examples of assessment activities in online settings, prompts for reflection, and lists of web resources, books, and articles.

Palomba, C. A., and Banta, T. W. (1999). Assessment essentials: Planning, implementing, and improving assessment in higher education. Jossey-Bass: San Francisco. The authors offer six assessment essentials common to successful programs: developing learning goals and objectives; planning for assessment; involving faculty, staff, and students in assessment; selecting and designing methods; reporting and using results; and assessing the assessment program. Chapter One introduces the essentials, while the subsequent chapters describe and offer suggestions for implementing these six strategies. Throughout the chapters examples of successful programs are included to illustrate points. Chapter Two discusses the development of goals and objectives for learning and the assessment planning process. Chapter Three suggests strategies for involving faculty, staff, and students. Chapter Four presents background information about selecting and designing instruments. Chapters Five through Seven discuss a variety of assessment techniques. Ways in which workplace readiness can be assessed are explored in Chapter Eight. Chapter Nine describes the assessment of General Education. Chapter Ten presents approaches to assessing campus experiences and environments. Reporting strategies and uses of assessment findings are addressed in Chapter Eleven. Finally, the concluding chapter reminds the audience of the many choices that have to be

made while planning and carrying out a successful assessment program.

Pascarella, E. T. and Terenzini, P. T. (1991). How college affects students: Findings and insights from twenty years of research. San Francisco: Jossey-Bass. Over 900 pages long, this volume contains nearly 200 pages of indexes and references, as well as a useful foreword and preface recommending ways to use the book. Introductory and summary chapters are provided for casual readers, while more invested readers may wish to read chapter summaries or entire chapters. Chapters cover issues such as theories and models of student change; development of attitudes, skills, morals, and values; psychosocial changes; educational attainment and career development; economic benefits and quality of life after college. A chapter on implications of the research for policy and practice concludes the book.

Pascarella, E. T. and Terenzini, P. T. (2005). How college affects students: A third decade of research. San Francisco: Jossey-Bass. This volume reviews and updates the authors' earlier research on more than 2600 studies on college how college affects students that was published in 1991. This new volume reviews another 2500 studies, synthesizing and updating and the earlier review of theories and models underlying the research on college impact theories. Additional chapters examine and update many of the issues discussed in the 1991 volume including: learning and cognitive development, disciplinary matter and skills learned, the development of general educational skills, analytical competences, psychosocial changes and the economic benefits of higher education as well as others. Next the authors examine the current research relative to that in the 1991 volume to understand if the new evidence corroborates, extends, or conflicts with earlier conclusions. Finally policy and practice implications are discussed.

Ratcliff, J. L. (Ed.). (1992). Assessment and curriculum reform. New Directions for Higher Education, No. 80. San Francisco: Jossey-Bass. This collection links assessments of students' learning with the patterns of their coursework. The authors illustrate how and why assessment and curriculum reform need to be combined. The Coursework Cluster Analytic Model (CCAM) which uses student transcripts and college catalogues to analyze the curriculum so as to associate the coursework of students with their learning is described. Assessment data gained from the CCAM can then be used to examine questions about the curriculum, faculty development, and student advising.

Reardon, S., Scott, K., & Verre, J. (Eds.). (1994). Equity in educational assessment. Harvard Educational Review, 64 (entire special issue 1). The authors of articles in this focused issue urge educators to use assessment reform as an opportunity to reflect on the enduring patterns of inequality in U.S. schools and society and to ensure that all students have access to the resources, curricula, and pedagogies they need to learn effectively. Linda Darling-Hammond asserts in the first article that the equitable use of performance assessment depends not only on the design of the assessments, but also on how well the assessment practices are interwoven with the goals of authentic school reform and effective teaching. In the second article, Diana C. Pullin discusses the legal and policy issues that must be considered if the Secretary's Commission on Achieving Necessary Skills (SCANS), the National Council on Education Standards and Testing (NCEST), Goals 2000, and other like proposals are to advance our commitment to equity. Next, Mark W. LaCelle-Peterson and Charlene Rivera show how current reform efforts have failed to take into account the needs of students who are English language learners. In the final chapter, George F. Madaus argues that new assessment practices

will not be automatically superior to traditional ones.

Schilling, K. M. & Schilling, K. L. (1998). Proclaiming and sustaining excellence: Assessment as a faculty role. ASHE-ERIC Higher Education Report, 26,3. San Francisco, CA: Jossey-Bass. This work addresses the various reasons faculty resist becoming involved in assessment and explores ways in which to approach assessment that might encourage faculty involvement. The first part of the book focuses on conceptual and theoretical advances, methodological advances, and policy advances in assessment methods. The work then shifts to case studies and examples of successful faculty involvement in assessment. It concludes with the authors providing what they believe are six conditions necessary to enable faculty to envision assessment as an integral part of their role at the university.

Schwartz, P., & Webb, G. (eds). (2002). Assessment: Case studies, experience and practice from higher education. Sterling, VA: Stylus. Offering a series of case studies from the United States, Australia, and New Zealand, this book brings together a variety of assessment techniques. The authors use real-life situations to illustrate how assessment can provide a transparent and meaningful link between learning activities and desired learning outcomes. Each case invites the reader to reflect on the material by considering a few questions. These questions include the following: What do you think of the outcome? What implications does this case have for teaching, learning, and assessment in your practice? How well do you think the situation was handled? The book is organized into six sections. The section topics are (1) information technology: one answer to

assessment in large classes; (2) reflective assessment: journals, log books, portfolios, peer assessment; (3) institution-wide assessment programs: a U.S. perspective; (4) assessment methods for special purposes; (5) addressing the needs of individual students in assessment; (6) hands-on assessment: everyday problems in assessment practice.

Sedlacek, W. E. (2004). Beyond the big test: Noncognitive assessment in higher education. San Francisco: Jossey Bass. This book is a comprehensive volume on noncognitive assessment. The author demonstrates the effective use of assessment methods other than standardized tests.

Seymour, D. (1991). On Q: Causing quality in higher education. New York: Macmillan. The author uses anecdotes from higher education and industry and quotations from interviews with chief academic officers from across the country to illustrate the principles of quality improvement. The book addresses such issues as defining quality, the differences between quality in industry and quality in higher education, the strategic implications of quality, communicating an emphasis on quality, the costs of quality, recruiting for quality, and the culture of quality in higher education.

Suskie, L. (2004). Assessing student learning: A common sense guide. Bolton, MA: Anker Publishing Company, Inc. This book first provides a brief summary of the assessment trends over the past twenty years. Also included in this text are the reasons why assessment should be conducted; a review of different assessment methods; ways in which assessment can be conducted; and advice for using the assessment results.

Suskie, L. (2009). Assessing student learning: A common sense guide (2nd ed.). San Francisco: Jossey-Bass. This edition goes beyond traditional editing with a complete reorganization and rewrite including new and emerging topics. The first part of the book is an overview of the vocabulary of assessment while the second part provides a roadmap for successful assessment programs. Part three explores assessment tools including rubrics, assignments, portfolios, tests, and surveys. The final part of the book discusses understanding and using assessment results.

Tagg, J. (2003). The learning paradigm college. Bolton, MA: Anker Publishing. This work builds on the article that John Tagg wrote with Robert Barr entitled, "From teaching to learning: A new paradigm for undergraduate education", which appeared in *Change Magazine* in 1995. Tagg builds his work on the principle that people do not know how to view their own institutions and their own work. He further explains that it is time to "see higher education through a new lens." The goal of the work is that readers will begin to view higher education "in terms of the underlying functional relationship of core processes. If we can see how the structures of our institutions relate to the goals and purposes we are trying to achieve, we can see how we need to change them in order to better realize those purposes."

Terenzini, P. T. (1989). Assessment with open eyes: Pitfalls in studying student outcomes. Journal of Higher Education, 60, 644-664. This article notes several purposes of assessment and analyzes issues such as involving administration and faculty, coordinating offices, determining political and practical effects, and calculating expenses. Also discussed are assets and limitations of different types of assessment measures and analyses of measures.

Voorhees, R. (Ed.). (2001). Measuring what matters: Competency-based learning models in higher education. New Directions for Institutional Research, No. 110. San Francisco: Jossey Bass. This issue offers a set of techniques that can be used to establish the partnerships, guidelines, and models to foster a competence-based learning program. Topics addressed in this book include developing a model for assessing competence-based learning, standard setting, measuring and reporting competences, and linking higher education and the workplace.

Walvoord, B. E. (2004) Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education. San Francisco: Jossey-Bass. This guide provides an overview of assessment and a summary of assessment at both the department/program level and the institution level. Practical examples of efficient and effective assessment are included as well.

Walvoord, B. E., and Anderson, V. J. (2010). Effective Grading: A Tool for Learning and Assessment in College. Second Edition. San Francisco: Jossey-Bass. Barbara E. Walvoord and Virginia Johnson Anderson's *Effective Grading: A Tool for Learning and Assessment in College*, published in 1998, uses grading as a window into the wider world of pedagogy and assessment, insisting that grading can be a powerful tool for student learning. The second edition incorporates new knowledge about teaching, learning, and assessment and addresses changes in the higher education landscape over the past decade, including accrediting organizations' increasing emphasis on assessment. The section on using grades to serve program and general education assessment purposes, has been completely rewritten for this second edition and includes a chapter on developing

assessment plans for grant proposals focused on teaching and learning initiatives. Walvoord includes new case studies of departmental and general education assessment drawn from both two- and four-year institutions and from a range of disciplines, examples of rubrics, and a sample department assessment report.

Walvoord, B. E., & Anderson, V. J. (1998). Effective grading: A tool for learning and assessment. San Francisco: Jossey Bass. Effective grading is a guide for evaluating student work in a way that integrates teaching and learning. This book gives faculty an in-depth look at teaching and grading and describes how to use grading to assess broader educational goals. The authors include a balance between theory and practice and offer tools and techniques for the reader.

Wehlburg, C.M. (2008). Promoting integrated and transformative assessment: A deeper focus on student learning. San Francisco: Jossey-Bass. Catherine Wehlburg joins the growing chorus of assessment leaders asking whether the assessment movement, now a generation old, has made a difference in student learning on any large scale. Much of this volume is devoted to discussing strategies for developing cultures of transformative assessment, considering such factors as institutional dynamics and administrative structures, prevailing reward systems for faculty that continue to value faculty grants and publications over student learning, and strategies for engaging faculty and engendering the faculty ownership that is essential to the success and sustainability of an assessment program. These chapters draw on a wide range of the assessment literature, as well as on the author's experiences, and emphasize the need for assessment plans and processes to be dynamic works in progress and to allow sufficient time for the process to develop.

Other chapters take up topics that include assessment of the impact of the co-curriculum on student learning and development, the concept of institutional effectiveness and its influence on how accreditation evaluates institutions, and strategies for addressing common barriers to the development of transformative assessment approaches.

Westerheijden, D. F., Brennan, J., & Maassen, P. A. M. (Eds.). (1994). Changing contexts of quality assessment: Recent trends in West European higher education. Utrecht, the Netherlands: Lemma. In this book, the editors have brought together the perspectives of twenty-one different authors to highlight the experiences of seven countries with respect to national quality policies for higher education. The collection grew out of papers presented at a conference on "Changing Contexts of Quality Assessment" held in Amsterdam in 1993. The book begins by discussing recent trends, theoretical perspectives, and historical and social scientific research on attempts to assess and improve quality in higher education. The book then highlights the experiences of quality assessment in Denmark, Germany, the Netherlands, Norway, Portugal, Sweden, and the United Kingdom.

Wiggins, G. (1998). Educative assessment: Designing assessments to inform and improve student performance. San Francisco: Jossey Bass. This practical guide to performance-based assessment includes strategies, examples, guidelines, and rubrics. Performance assessments can provide useful feedback to students and be used for curricular improvement. The author provides guidance on designing rigorous, appropriate, performance-based tasks and assessing those tasks thoroughly.

Assessment Periodical

Banta, T. W. (Ed.). Assessment update: Progress, trends, and practices in higher education. San Francisco: Jossey-Bass. This bimonthly newsletter is edited in the Office of Planning and Institutional Improvement at Indiana University-Purdue University Indianapolis. The 16-page format of each issue includes several feature articles by practitioners in the field of assessment, shorter articles on assessment methods being tried on individual campuses, notes on current publications, and columns by Peter Ewell, Gary Pike, and Jeff Seybert on state and national developments in assessment, assessment instruments, and community college assessment, respectively.

Assessment Internet Resources

<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>

Schechter, E. developed and maintains this internet resource. This website links to general resources, assessment handbooks, assessment of specific skills or content, individual institutions' assessment-related pages, stated boards and commissions, accrediting bodies, student assessment of courses and faculty

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