

Assessment Resources in the IR&A Office

The Office of Institutional Research and Assessment is pleased to make the following assessment resources available to members of the campus community. These resources are available, for lending, in the Institutional Research and Assessment Office located in College Hall Room 242.

RESOURCES

American Association of Higher Education (AAHE)

1998 AAHE Assessment Conference. *Architecture for change: Information as foundation.*

Suskie, L. (Ed.). (2001). *Assessment to promote deep learning.* 1999 & 2000 AAHE Assessment Conferences.

2002 Assessment conference materials.

Association of American Colleges and Universities (AAC&U)

Ferguson, M. (2005). *Advancing liberal education: Assessment practices on campus.*

Leskes, A. & Miller, R. (2006). *Purposeful pathways. Helping students achieve key learning outcomes.*

Leskes, A. & Miller, R. (2005). *General education. A self-study guide for review & assessment.*

Leskes, A. & Wright, B. D. (2005). *The art & science of assessing general education outcomes.*

Miller, R. & Leskes, A. (2005). *Levels of assessment. From the student to the institution.*

Musil, C. (2006). *Assessing global learning. Matching good intentions with good practice.*

Oates, K. K., Leavitt, L. H. (2003). *Service-learning and learning communities: Tools for integration and assessment.* Washington, DC: Association of American Colleges and Universities.

Taking responsibility for the quality of the baccalaureate degree. (2004). A report from the greater expectations project on accreditation and assessment.

Association for Institutional Research (AIR)

Assessment of student learning in college mathematics: Towards improved programs and courses. (2006).

Middle States Commission on Higher Education

Developing research & communication skills. (2003). Guidelines for information literacy in the curriculum.

Student learning assessment options and resources. (2003).

Society for College and University Planning (SCUP)

Hollowell, D., Middaugh, M., Sibolski, E. (2006). *Integrating higher education planning and assessment: A practical guide.*

The Mathematical Association of America

Achieving quantitative literacy. An urgent challenge for higher education. (2006).

Quantitative literacy: Why numeracy matters for schools & college. (2006).

Supporting assessment in undergraduate mathematics. (2006).

BOOKS

Angelo, T. A. & Cross, P. A. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.

Includes a self-contained self-assessment device—the Teaching Goals Inventory—for identifying and clarifying instructional goals. The book features fifty Classroom Assessment Techniques, each presented in a format that provides an estimate of the ease of use, a concise description, step-by-step procedures for adapting and administering the technique, practical advice on how to analyze the data, pros, cons, caveats, and other useful information.

Banta, T. & Associates. (1993). *Making a difference: Outcomes of a decade in higher education.* San Francisco: Jossey-Bass.

Banta, T. W., et. al. (1996). *Assessment in practice: Putting principles to work on college campuses.* San Francisco: Jossey-Bass.

A two-part book, the first part of which is based on AAHE's nine principles of good practice (e.g., the assessment of student learning begins with educational values) and examples of the principle in practice. The authors added a tenth principle: assessment is most effective when undertaken in an environment that is receptive, supportive and enabling. The second part deals with specific areas of assessment such as student achievement in the major and in general education, student cognitive and affective development and overall institutional effectiveness. Brief descriptions of effective assessment approaches.

Banta, T. (Ed.). (2003). *Portfolio assessment: Uses, cases, scoring, and impact.* San Francisco: Jossey-Bass.

- Beal, P. E., Noel, L. (1980). *What works in student retention*. The American College Testing Program & National Center for Higher Education Management Systems.
- Bok, D. (2006). *Our underachieving colleges*. Princeton: Princeton University Press.
- DeZure, D. (Ed.). (2000). *Learning from change*. Sterling, VA: Stylus Publishing.
- Hernon, P., Dugan, R. E. (Eds.). (2004). *Outcomes assessment in higher education: Views and perspectives*. Westport: Libraries Unlimited.
- Huba, M., Freed, J. (2000). *Learner-centered assessment on college campuses*. Needham Heights, MA: Allyn and Bacon.
- Keeling, R. P. (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience*.
- Kuh, G. D., Schuh, J. H., Whitt, E. J. (1991). *Involving college: Successful approaches to fostering student learning and development outside the classroom*. San Francisco: Jossey-Bass.
- Kuh, George D., Kinzie, Jillian, Schuh, John H., Whitt, Elizabeth J. (2005). *Assessing conditions to enhance educational effectiveness: The inventory for student engagement and success*. San Francisco: Jossey-Bass.
- Light, R. J. (1990, 1992). *The Harvard assessment seminars: Explorations with students and faculty about teaching, learning and student life*.
The findings in the first report include gender differences, the depth of college experiences, the link between academic performance and outside factors, and the benefits of working in small groups. Those in the second report include the importance of interactive relationships, the value of advisors in making decisions, and the courses most widely appreciated. These publications mark the beginning of the higher education assessment movement.
- Light, R. J. (2001). *Making the most of college*. Cambridge: Harvard University Press.
- Martell, K. & Calderon, T. (2005). *Assessment of student learning in business schools: Best practices each step of the way*. Tallahassee, FL: Association for Institutional Research.
- Middaugh, Michael F. (2010). *Planning and assessment in higher education*. San Francisco: Jossey-Bass. **NEW!**
- Nichols, J. O. (1989). *Institutional effectiveness and outcomes assessment implementation on campus: A practitioner's handbook*. New York: Agathon Press.
- Nichols, J. O. (1995). *A practitioner's handbook for institutional effectiveness and student outcomes assessment implementation*. New York: Agathon Press.
A cookbook approach to implementing institutional effectiveness or outcomes assessment studies; detailed chapters on foundation building, working at the departmental level and initial implementation with extensive resource sections; appendices provide examples of expanded statements of institutional purpose.
- Nichols, J. O. (1995). *Assessment case studies: Common issues in implementation with various campus approaches to resolution*. New York: Agathon Press.
Reviews material from previous volumes in series, especially foundation building and assessment at departmental/program level; establishing an assessment cycle; extensive use of case study institutions, their comments and findings; appendices provide sample statements and questionnaires from case study institutions.
- Nichols, J. O. & Nichols, K. W. (2000). *The department head's guide to assessment implementation in administrative and educational support units*. New York: Agathon Press.
- Nichols, J. O. & Nichols, K. W. (2000). *The departmental guide and record book for student outcomes assessment and institutional effectiveness*. New York: Agathon Press.
Closely related to handbook (see above); a guide for implementing assessment within a department; preparing statements of intended educational (student) outcomes; assessment as a means or an end; using assessment results to improve instructional programming; assessment of graduate and professional degree programs; sample assessment record book forms in appendices.
- Nichols, J. O. & Nichols, K. W. (2005). *A road map for improvement of student learning and support services through assessment*. New York: Agathon Press.
- Oblinger, D.G. & Verville, A. (1998). *What business wants from higher education*. Phoenix: The Oryx Press.
- Pace, C. R. (1979). *Measuring outcomes of college. Fifty years of findings and recommendations for the future*. San Francisco: Jossey-Bass.
- Palomba, C. A., Banta, T. W. (1999). *Assessment essentials*. San Francisco: Jossey-Bass.
- Pascarella, E. T., Terenzini, P. T. (2005). *How college affects students*. San Francisco: Jossey-Bass.
- Strange, C. C. & Banning, J. H. (2001). *Educating by design: Creating campus learning environments that work*. San Francisco: Jossey-Bass.
Educating by Design focuses on the complexities of campus settings and the ways in which they contribute to

student success and the quality of learning experiences. Part one offers an overview of models and concepts of human environments, their appearance in institutions of higher education and the implications for designing educational facilities, systems and practices. The second part concentrates on the three conditions considered most important in the design of effective educational environments: those which offer students a sense of security and inclusion, mechanisms for involvement, and an experience of community.

Tobolowsky, B. F., & Cox, B. E. (2007). *Shedding light on sophomores: An exploration of the second college year*. (Monograph No. 47). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience & Students in Transition. **NEW!**

SPECIAL TOPICS

Student Affairs

Schuh, J. H., Upcraft, M. L. & Associates. (2001). *Assessment practice in student affairs*. San Francisco: Jossey-Bass. First two chapters summarize authors' approach to assessment; second part of book explores qualitative assessment methodologies as well as quantitative ones. Part three includes discussions of assessing needs, satisfaction, outcomes and cost effectiveness.

The First-Year Experience

Barefoot, B. O. (Ed.). (1998). *Exploring the evidence: Reporting outcomes of first-year seminars* (Monograph No. 25). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Current research shows how first-year seminars (student success courses) benefit students through improved retention rates and grades; increases in graduation rates, students' internal locus of control, participation in extracurricular activities and use of campus services; and clarification of students' long- and short-term goals. These courses are adaptable to a great variety of institutions, as thumbnail sketches (including a profile of the school, the course, the research design and course outcomes, etc.) show. Institutions are grouped as two-year institutions and small, mid-sized and large four-year institutions.

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.

The monograph's four sections of essays provide a brief exploration of the wide range of topics associated with first-year assessment. Essays in the first section deal with general philosophical and practical considerations; the second section provides advice for implementing assessment. The third section discusses assessment of first year seminars, learning communities and general education programs; part four provides highlights of the 1999 and 2000 AAHE assessment conferences.

Swing, R. L. (Ed.). (2004). *Proving and improving: Tools and techniques for assessing the first college year*. (Monograph No. 37). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience & Students in Transition.

Troxel, W.G., & Cutright, M. (Eds.). (2008). *Exploring the evidence: Initiatives in the first college year* (Monograph No. 49). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

General Education

Allen, M. J. (2006). *Assessing general education programs*. Bolton, MA: Anker Publishing Company.

Nichols, J. O. & Nichols, K. W. (2001). *General education assessment for improvement of student academic achievement: Guidance for academic departments and committees*. New York: Agathon Press.

A practical guide for assessing an institution's general education program; defines general education and approaches to its organization and assessment; extensive discussion of different means to assess general education; use of assessment to improve general education programs.

The Senior-Year Experience

Gardner, J. N., Van der Veer, G., & Associates. (1998). *The senior year experience: Facilitating integration, reflection, closure and transition*. San Francisco: Jossey-Bass.

The book provides a general understanding of the issues related to the senior year transition—why institutions must take a more strategic, considered approach to the senior experience, the ways in which some schools are responding and to urge more attention to the end of the undergraduate experience. Part one examines the characteristics and needs of seniors as they move from the classroom to the world of work and assume a role other than student. It also explores some of the broad themes associated with the senior experience and how the senior experience can benefit institutions that implement it. Other parts provide information about senior experience themes and their implications for academics, administration and student affairs; explore special support services for seniors; and address issues such as assessment, policy making and program development.

Service Learning

Gelmon, S. B., Holland, B. A., Driscoll A., Spring A., Kerrigan, S. (2001). *Assessing service-learning and civic engagement: Principles and techniques*. Providence, RI: Campus Compact, Brown University.

The Campus Compact mission is, "Campus Compact is a national coalition of college and university presidents committed to the civic purposes of higher education. To support this civic mission, Campus Compact promotes community service that develops students' citizenship skills and values, encourages collaborative partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research." This is an in-depth look at why-do and how-to-do service learning. It looks at the student, faculty, community and institutional impact of student learning. It also includes a chapter on methods of assessing and analysis of the results of these assessments.

Oates, K. K., Leavitt, L. H. (2003). *Service-learning and learning communities: Tools for integration and assessment*. Washington, DC: Association of American Colleges and Universities.

Ostrow, J., Hesser, G., Enos, S. (1999). *Cultivating the sociological imagination: Concepts and models for service learning in sociology*. Washington, DC: American Association for Higher Education.

One in a series of 18 in AAHE's series on service-learning in the disciplines. Chapters are written by professors from various colleges who explain how they have incorporated service learning into their courses and the benefits to the students, professors and community.

MISCELLANEOUS

Assessment Update: Progress, Trends and Practices in Higher Education.

Bimonthly publication. Major articles cover such topics as the impact of learning communities on students, assessing complex thinking, and implementing and assessing first-year seminars.

WEB PAGES

- Start with North Carolina State's assessment page. It's comprehensive and links you with many other web resources. <http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>
- The California colleges have been doing assessment for a long time. Any of their web pages are helpful; here is one: <http://www.csus.edu/acaf/>
- The National Survey of Student Engagement is a popular assessment tool. To view the survey instrument and the final reports use the following web address. <http://nsse.iub.edu/index.cfm>
- Some assessment tools from the San Diego Student Success conference, 2006. <http://css.rpgroup.org/>
- A good source for rubrics: <http://www.winona.edu/air/rubrics.htm>
- Getting started with assessment. A Power Point presentation by Professor Susan Hatfield. http://www.uncw.edu/cfl/hatfield_assessment101.ppt
- e-portfolios: <http://jonathan.mueller.faculty.noctrl.edu/toolbox/portfolios.htm>

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