

An Assessment Bibliography

General Discussions

- American Association of Colleges and Universities. *Greater Expectations: A New Vision for Learning Project*. Available online. http://www.aacu.org/Our_Students'_Best_Work. (2004).
- Angelo, T.A. Doing assessment as if learning matters most. (1999). *AAHE Bulletin*, May 1999.
- Astin, A.W. (1993). *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education*. Phoenix, AZ: Oryx.
- Astin, A.W., Banta, T.W. et al. (2003). 9 Principles of Good Practice for Assessing Student Learning. Available online. <http://www.aahe.org/assessment/principles.htm>
- Banta, T.W. & Associates. (1993). *Making a Difference*. San Francisco, CA.
- Brakke, D.F. & Brown, D.T. (2002). Assessment to improve student learning. *New Directions for Higher Education*, 119, 119-122.
- Diamond, R.M. (2002). *Field guide to academic leadership: A publication of the National Academy for Academic Leadership*. Indianapolis, IN: Jossey-Bass.
- Erwin, T.D. (2003). The ABC's of assessment. *Trusteeship*, 11, 18-23.
- Erwin, T.D. (1991). *Assessing Student Learning and Development*. San Francisco, CA: Jossey-Bass.
- Ewell, P. (2004). *General Education and the Assessment Reform Agenda*. AAC&U.
- Hernon, P. & Dugan, R.E. (2004). *Outcomes Assessment in Higher Education*. Westport, CT: Libraries Unlimited.
- Knight, P.T. (2002). The Achilles' heel of quality: The assessment of student learning. *Quality in Higher Education*, 8, 107-115.
- Lazerson, M., Wagener, U. & Shumanis, N. (2000). What makes a revolution? Teaching and learning in higher education, 1980-2000. *Change*, 32, 12-19.
- Lopez, C.L. (1998). Assessment of Student Learning. *Liberal Education*, 84, 36-43.
- Mundhenk, R.T. (2006). Embracing accountability. *American Academic*, 2:1, 39-54.
- Nichols, James O. (1995). *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*. Third Edition. New York, NY: Agathon Press.
- Peterson, M.W. & Einarson, M.K. (2001). What are colleges doing about student assessment? Does it make a difference? *Journal of Higher Education*, 72, 629-669.
- Richlin, Laurie (2006). *Blueprint for Learning*. Sterling, VA: Stylus.
- Shalverson, R.J. & Huang, L. (2003). Responding responsibly to the frenzy to assess learning in higher education. *Change*, 35, 10-19.
- Taras, M. (2002). Using assessment for learning and learning for assessment. *Assessment & Evaluation in Higher Education*, 27, 501-510.

Guides for Implementation

- Allen, M.J. (2004). *Assessing Academic Programs in Higher Education*. Bolton, MA: Anker Publishing.

- _____ (2006). *Assessing General Education Programs*. Bolton, MA: Anker Publishing.
- Angelo, T. & Cross, P. (1993). *Classroom Assessment Techniques*. San Francisco: Jossey Bass.
- Driscoll, A, Cordero de Noriega, D., & Ramaley, J. (2006). *Taking Ownership of Accreditation: Assessment Processes That Promote Institutional Improvement and Faculty Engagement*. Sterling, VA: Stylus.
- Ferguson, M. (2005). *Advancing Liberal Education: Assessment Practices on Campus*. AAC&U.
- Huba, M. & Freed, J. (1999). *Learner Centered Assessment on College Campuses*. New York: Allyn and Bacon/Longman.
- Leskes, A. & Wright, B. (2005). *The Art and Science of Assessing General Education Outcomes*. AAC&U.
- Maki, P.L. (2004). *Assessing for Learning: Building a Sustainable Commitment Across the Institution*. Sterling, VA: Stylus.
- Musil, C.M. (2006). *Assessing Global Learning*. AAC&U.
- Nichols, J.O. & Nichols, K.W. (2005). *A Road Map for Improvement of Student Learning and Support Services through Assessment*. Flemington, N.J.:Agathon.
- Oates, K.K. & Leavitt, L.H. (2003). *Service Learning and Learning Communities: Tools for Integration and Assessment*. AAC&U.
- Palomba, C.A. & Banta, T.W. *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. Higher and Adult Education Series. San Francisco, CA: Jossey-Bass.
- Serban, A.M. & Friedlander, J. *Developing and implementing assessment of student learning outcomes*. *New Directions for Community Colleges*, 126. San Francisco: Jossey-Bass.
- Steil, Ruth and Lewchuk, Les (2002). *The Outcomes Primer, Reconstructing the College Curriculum, 2nd ed.* [order through Strategic Concepts, Inc, Richmond, British Columbia, sci@telus.net, Tel (604) 274-3643, Fax (604) 275-1303]
- Stevens, D.D. & Levi, A.J. (2004). *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning*. Sterling, VA: Stylus.
- Suskie, Linda. (2004). *Assessing Student Learning: A Common Sense Guide*. Bolton, MA: Anker Publishing.
- Walvoord, Barbara.(2004). *Assessment Clear and Simple*. San Francisco: Jossey-Bass.

Evaluation

- Cambridge, B.L. (1996). The paradigm shifts: Examining quality of teaching through assessment of student learning. *Innovative Higher Education*, 20, 287-297.
- Ewell, P.T. (2002). A delicate balance: The role of evaluation in management. *Quality in Higher Education*, 8, 159-171.
- Ewell, P.T. (1999). Linking performance measures to resource allocation: Exploring unmapped terrain. *Quality in Higher Education*, 5, 191-209.

Models, Structures, and Organizational Issues

- Atkingson_Grosjean, J. & Grosjean, G. (2000). The use of performance models in higher education: A comparative international review. *Education Policy Analysis Archives*, 8, n30.
- Ewell, P.T. (1988). Implementing Assessment: Some organizational issues. *New Directions for Institutional Research*, 59, 15-28.
- Nichols, J.O. (). *Assessment Case Studies: Common Issues in Implementation with Various Campus Approaches to Resolution*. Edison, NJ: Agathon.
- Peterson, M.W. & Augustine, C.H. (2000). Organizational practices enhancing the influence of student assessment information in academic decisions. *Research in Higher Education*, 41, 21-52.

Policy Issues

- Burke, J.C. (2002). *Funding public colleges and universities for performance: Popularity, problems and prospects*. Ithaca, NY: State University of New York Press
- Burke, J.C. & Modarresi, S. (2000). To keep or not to keep performance funding: Signals from stakeholders. *Journal of Higher Education*, 71, 432-453.
- Carey, J.O. & Gregory, V.L. (2003). Toward improving student learning: Policy issues and design structures in course level outcomes assessment. *Assessment and Evaluation in Higher Education*, 28, 215-226.
- Commission on the Future of Higher Education. (2006). *A Test of Leadership: Charting the Future of Higher Education*. U.S. Department of Education.
- Green, K.C. (2002). In search of academic accountability. *Convergence*, 5, 44-46.
- Honan, J.P. & Teferra, D. (2001). The US academic profession: Key policy challenges. *Higher Education*, 41, 1, 183-203.
- King, A.F. (2000). The changing face of accountability: Monitoring and assessing institutional performance in higher education. *Journal of Higher Education*, 71, 411-431.
- Layzell, D.T. (1999). Linking performance to funding outcomes at the state level for public institutions of higher education: Past, present and future. *Research in Higher Education*, 40, 233-246.
- Lingenfelter, P.E. (2003). Educational accountability: Setting standards, improving performance. *Change*, 35, 18-23.
- McMurtie, B. (2000). Accreditors revamp policies to stress student learning. *Chronicle of Higher Education*, 46, 29-31.
- Mundhenk, R.T. (2000). The trouble with outcomes. *Community College Journal*, June-July 2000, 12-15
- _____. (2000). *Institutional Accountability and UI Data*. AACC White Paper, July 2000.
- _____. (2004). Communities of Assessment. *Change* 36:6, 36-41.
- National Center for Educational Statistics. (1996). *The National Assessment of College Student Learning: An Inventory of State-Level Assessment Activities*. U.S. Department of Education.

- National Center for Educational Statistics. (1996). *Technical Issues in Large-Scale Performance Assessment*. U.S. Department of Education.
- Peterson, M.W. & Augustine, C.H. (2000). External and internal influences on institutional approaches to student assessment: Accountability or improvement? *Research in Higher Education, 41*, 443-479.
- Ratcliff, J.L., Lubinescu, E.S., & Gaffney, M.A. (2001). Two continuums collide: Accreditation and assessment. *New Directions for Higher Education, 113*, 5-21.
- St. John, E.P., Kline, K.A., & Asker, E. (2001). The call for public accountability: Rethinking the linkages to student outcomes. In D.E. Heller (Ed), *The States and Public Higher Education Policy: Affordability, Access, and Accountability*. Baltimore, MD: Johns Hopkins University Press.
- Wellman, J.V. (2001). Assessing state accountability systems. *Change, 33*, 46-52.
- Wergin, J. (2005). Taking responsibility for student learning. *Change, 37*:1,30-33.

Practice

- Banta, T.W. (2000). *Assessment Update: Progress, Trends, and Practices in Higher Education*. San Francisco, CA.
- California State University Institute for Teaching and Learning. (1992). *Student Outcomes Assessment: What Makes It Work?* Long Beach, CA: CSU Institute for Teaching and Learning.
- Jones, E. & RiCharde, S. (2005). *NPEC Sourcebook on Assessment: Definitions and Assessment Methods for Communication, Leadership, Information Literacy, Quantitative Reasoning, and Quantitative Skills*. Washington, D.C.: National Center for Educational Statistics. (Available online only at <http://nces.ed.gov/pubsearch/pubsinfo.aso?pubid=2005832>)
- Jones, M.G. & Harmon, S.W. (2002). What professors need to know about technology to assess on-line student learning. *New Directions for Teaching and Learning, 91*, 19-30.
- Kuh, G.D. (2001). Assessing what really matters to student learning: Inside the National Survey of Student Engagement. *Change, 33*, 10-17.
- Michelson, E. & Mandell, A. (2004). *Portfolio Development and the Assessment of Prior Learning: Perspectives, Models, and Practices*. Sterling, VA: Stylus.
- Michlitsch, J.F. & Sidle, M.W. (2002). Assessing student learning outcomes: A comparative study of techniques used in business school disciplines. *Journal of Education for Business, 77*, 125-130.
- Peat, M. (2000). Online self-assessment materials: Do these make a difference to student learning? *Association for Learning Technology Journal, 8*, 51-57.
- Palomba, C.A. & Banta, T.W. (2001). *Assessing Student Competence in Accredited Disciplines*. Sterling, VA: Stylus.
- Smith, G. & Wood, L. (2000). Assessment of learning in university mathematics. *International Journal of Mathematical Education in Science & Technology, 31*, 125-132.
- Underwood, D.G. (1991). Taking inventory: Identifying assessment activities. *Research in Higher Education, 32*, 59-69.
- Walvoord, B. and Anderson, V. (1998). *Effective Grading: A Tool for Learning and*

Assessment

Program Review and Institutional Effectiveness

- Bresciani, M. J. & Wolff, R.A. (2006), *Outcomes-Based Academic and Co-Curricular Program Review*. Stylus.
- Gentemann, K.M. (1994). Refocusing the academic program review on student learning: The role of assessment. *New Directions for Institutional Research*, 84, 31-46.
- Harper, Shaun, ed. (2007). *Using Qualitative Methods in Institutional Assessment*. NDIR.
- Massy, W.F. & Meyerson, J.W. (1994). *Measuring Institutional Performance in Higher Education*. Princeton, NJ: Peterson's.
- McGhee, P. (2003). *The academic quality handbook: Enhancing higher education in universities and further education colleges*. Herndon, VA: Stylus.
- Nichols, J.O. (1991). *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*. Edison, NJ: Agathon.
- Nichols, J.O. & Nichols, K. (). *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness*. Edison, NJ: Agathon.
- Roberson, M.T., Carnes, L.W., & Vice, J.P. (2002). Defining and measuring student competencies: A content validation approach for business program outcome assessment. *Delta Pi Epsilon Journal*, 44, 13-24.
- Wergin, J.F. (2003). *Departments That Work: Building and Sustaining Cultures of Evidence in Academic Programs*. Boston, MA: Anker Publishing.

Student Affairs and Administrative Services

- Banta, T.W. & Kuh, G.D. (1998). A missing link in assessment: Collaboration between academic and student affairs professionals. *Change*, 30, 40-46.
- Bresciani, M.J., Zelna, C.L., & Anderson, J.A. *Assessing Student Learning and Development*. NASPA.
- Evans, G.R. (2000). Quality assessment of the administration and management of universities: Ways and means. *Higher Education Review*, 32, 3-16.
- Keeling, R.P., ed. (2004). *Learning Reconsidered*. NASPA/ACPA.
- _____ (2006). *Learning Reconsidered 2*. NASPA, ACPA, et al.
- Kuh, G.D. & Banta, T.W. (2000). Faculty student affairs collaboration on assessment- Lessons from the field. *About Campus*, 4, 4-11.
- Nichols, K.W. & Nichols, J.O. (2000). *The Department Head's Guide to Implementation in Administrative and Educational Support Units*. Edison, NJ: Agathon.
- Schuh, J.H. & Upcraft, M.L. (2000). *Assessment Practice in Student Affairs: An Applications Manual*. Jossey Bass.
- Upcraft, M.L. & Schuh. (1996). *Assessment in Student Affairs: A Guide for Practitioners*. San Francisco: Jossey Bass.

Research and Learning Theory

- Anaya, G. (1999). College impact on student learning: Comparing the use of self-reported gains, standardized test scores, and college grades. *Research in Higher Education, 40*, 499-526.
- Banta, T.W. (2002). *Building a scholarship of assessment: The Jossey-Bass higher and adult education series*. Indianapolis, IN: Jossey-Bass.
- Banta, T.W., Black, K.E., & Ward, E.R. (1999). Using assessment to ensure the quality of post baccalaureate programs. *Continuing Higher Education Review, 63*, 87-97.
- Banta, T.W. & Borden, V.M.H. (1994). Performance indicators for accountability and improvement. *New Directions for Institutional Research, 82*, 95-106.
- Bain, R. & Mirel, J. (2003). Reviving standards-based reform: A look at teaching history. *College Board Review, 198*, 21-27.
- Bain, R. & Mirel, J. (2003). Reviving standards-based reform: A look at teaching history. *College Board Review, 198*, 21-27.
- Bilder, A.E. & Conrad, C.F. (1996). Challenges in assessing outcomes in graduate and professional education. *New Directions for Institutional Research, 92*, 5-15.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academy Press.
- Contrell, S.A. & Jones, E.A. (2003). Researching the scholarship of teaching and learning: An analysis of current curriculum practices. *Innovative Higher Education, 27*, 169-181.
- Donald, J.G. & Denison, D.B. (2001). Quality assessment of university students: Student perceptions of quality criteria. *Journal of Higher Education, 72*, 478-502.
- Ewell, P.T. (1995). Working over time: The evolution of longitudinal student tracking data bases. *New Directions for Institutional Research, 87*, 7-19.
- Haworth, J.G. (1996). Assessment in graduate and professional education: Present realities, future products. *New Directions for Institutional Research, 92*, 89-97.
- Kuh, G.D., Pace, C.R., & Vesper, N. (1997). The development of process indicators to estimate student gains associated with good practices in undergraduate education. *Research in Higher Education, 38*, 435-454.
- Light, R. (2001). *Making the most of college: Students speak their minds*. Cambridge, MA: Harvard University Press.
- Pellegrino, J. et al. (2001). *Knowing What Students Know: The Science and Design of Educational Assessment*. Washington, DC: National Academy of Sciences.
- Taylor, B.E. & Massy, W.F. (1996). *Strategic Indicators for Higher Education*. Princeton, NJ: Peterson's.

Originally compiled by Deborah Olsen, Virginia Polytechnic Institute and State University, this bibliography has been edited and updated by Robert Mundhenk, formerly Director of Assessment and Senior Scholar, American Association for Higher Education and currently lead mentor at Higher Learning Commission Assessment Workshops.

26 September 2008