Annotated Bibliography

Allen, M.J. (2006). *Assessing General Education Programs.* **San Francisco, California: Jossey-Bass.**

Written for college and university administrators, assessment officers, faculty, and staff who support general education and first-year experience programs, this book is a pragmatic guide for developing, aligning, and assessing general education programs in meaningful, manageable, and sustainable ways. It presents a variety of approaches to help readers understand what other campuses are doing and develop a repertoire of methods so they can make informed decisions about their own programs. *Back Cover*

American Psychological Association. (2010). *Publication Manual of the American Psychological Association.* **Washington, D.C.: APA.**

The Publication Manual of the American Psychological Association is the style manual of choice for writers, editors, students, and educators in the social and behavioral sciences. It provides invaluable guidance on all aspects of the writing process, from ethics of authorship to the word choice that best reduces bias in language. Well-known for its authoritative and easy to use reference and citation system, *The Publication Manual* also offers guidance on choosing the headings, tables, figures, and tone that will result in strong, simple, and elegant scientific communication. *Back Cover*

Angelo, T. A. & Cross, K.P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers.* **San Francisco, California: Jossey-Bass.**

This is an essential handbook, which can easily be used as a reference as it is organized in such a manner that you can search for a particular subject without having to read through the entire book. Its strength is the fifty Classroom Assessment Techniques which are 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." *Back Cover*

Banta, T. W., Jones, E. A., & Black, K. E. (2009). *Designing Effective Assessment: Principles and Profiles of Good Practice.* **San Francisco, California: Jossey-Bass.**

"Fifteen years ago Trudy Banta and her colleagues surveyed the national landscape for the campus examples that were published in the classic work Assessment in Practice. Since then, significant advances have occurred, including the use of technology to organize and manage the assessment process and increased reliance on assessment findings to make key decisions aimed at enhancing student learning. Trudy Banta, Elizabeth Jones, and Karen Black offer 49 detailed current examples of good practice in planning, implementing, and sustaining assessment that are practical and ready to apply in new settings. The important resource can help educators put in place an effective process for determining what works and which improvements will have the most impact in improving curriculum, methods of instruction, and student services on college and university campuses." *Back Cover*

Bresciani, M.J. (2006). *Outcomes-Based Academic and Co-Curricular Program Review: A Compilation of Institutional Good Practices.* **Sterling, VA: Stylus Publishing, LLC.**

The book offers far more than an introduction to the principles of assessment of student learning outcomes in the context of program review. Within a clearly structured framework, it systemically shares the good practices of some forty institutions – recognized by independent scholars for their improvements in teaching/learning, research, and service —to offer examples and ideas for others to learn from and adapt. While the book focuses on assessment of the teach missions, these same practices apply equally to student affairs, service and research activities. The book illustrates the components of outcomes based assessment program review, presents the criteria for identifying good practices, and suggests steps for implementing a sustainable outcome-based assessment program." B*ack Cover.*

Butler, S. M., McMunn, N. D. (2006). *A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning.* **San Francisco, CA: Jossey-Bass Teacher.**

"A Teacher's Guide to Classroom Assessment is a comprehensive guide that shows step-by-step how to effectively integrate assessment into the classroom. Written for both new and seasoned teachers, this important book offers a practical aid for developing assessment skills and strategies, building assessment literacy, and ultimately improving student learning." *Back Cover.*

Cambridge, B. (Ed.). (2001). *Electronic Portfolios: Emerging Practices in Student, Faculty, and Institutional Learning.* **Sterling, VA: Stylus Publishing, LLC.**

"The portfolio is a powerful tool for learning and assessment. Introducing the electronic into the mix increases its power, especially the electronic portfolio's key features of interactive hyperlinks and continuous reflection on and updating learning. This foundational volume examines the potential of electronic portfolios by addressing: Rationales for creating an electronic portfolio, features of the portfolio, examples of current practice, cautions, and recommendations. Chapters by 19 portfolio practitioners from a range of disciplines and institutions describe the constructing of electronic portfolios: By students to present and reflect on work with courses or across programs, by faculty to document and reflect on their classroom practice and enable comment by colleagues or others, by institutions to demonstrate accountability to their stakeholders and to foster institution-wide reflection, learning, and improvement. The section on institutional portfolios includes chapters on the incorporating of institutions research and data, and a promising new role for such portfolios in accreditation." *Back Cover*

Cambridge, D., Cambridge, B. & Yancey, K. (Eds.). (2009). *Electronic Portfolios 2.0: Emergent Research on Implementation and Impact.* **Sterling, VA: Stylus Publishing, LLC.**

"This book features emergent results of studies from 20 institutions that have examined effects on student reflection, integrative learning, establishing identity, organizational learning, and designs for learning supported by technology. It also describes how institutions have responded to multiple challenges in eportfolio development, from engaging faculty to going to scale. These studies exemplify

how eportfolios can spark disciplinary identity, increase retention, address accountability, improve writing, and contribute to accreditation. The chapters demonstrate the applications of eportfolios at community colleges, small private colleges, comprehensive universities, research universities, and a state system." *Back Cover*.

Colton, D., Covert, R. W. (2007). *Designing and Constructing Instruments for Social Research and Evaluation*. San Francisco, California: Jossey-Bass.

Designing and Constructing Instruments for Social Research and Evaluation is a comprehensive step-by-step guide to creating effective surveys, polls, questionnaires, customer satisfaction forms, ratings, checklists, and other instruments. Written in an easy to understand language, this important text provides a systematic and commonsense approach to developing instruments for data collection and analysis. This book can be used by both those who are developing instruments for the first time and those who want to hone their skills, including students, agency personnel, program managers, and researchers. *Back Cover*

Diamond, R. M. (2008). *Designing and Assessing Courses and Curricula: A Practical Guide*. San Francisco, California: Jossey-Bass.

"*Designing and Assessing Courses and Curricula* reflects the most current knowledge and practice in course and curriculum design and connects this knowledge with the critical task of assessing learning outcomes at both course and curricular levels. This thoroughly revised and expanded third edition of the best-selling book positions course design as a tool for educational change and contains a wealth of new material including new chapters, case examples, and resources. This edition covers timely topics such as: The growing role of faculty in accreditation, Scholarship and faculty rewards, Teaching and learning research, Meeting the needs of adult learners, Addressing the challenges of distance learning.*" Back Cover*

Driscoll, A., & Cordero de Noriega, D. (Eds.). (2006). *Taking Ownership of Accreditation: Assessment Processes That Promote Institutional Improvement and Faculty Engagement*. Sterling, VA: Stylus Publishing, LLC.

This primer serves not only as a guidebook for those who have upcoming site visits and reaccreditation but it also focuses on how to engage an institution and promote productive change in assessment. It has several case studies and multiple examples of their internal assessment practices.

Driscoll, A. & Wood, S. (Eds.). (2007). *Developing Outcomes-based Assessment for Learning Center Education: A Faculty Introduction*. Sterling, VA: Stylus Publishing, LLC.

"The authors—a once skeptical chemistry professor, and a director of assessment sensitive to the concerns of her teacher colleagues—use a personal voice to describe the basics if outcomes based assessment. The purpose of the book is to empower faculty to develop and maintain ownership of assessment by articulating the learning outcomes and evidence of learning that are appropriate for their courses and programs. The authors offer readers a guide to the not always tidy process of articulating

expectations, defining criteria and standards, and aligning course content consistently with desired outcomes. The wealth of examples and stories, including accounts of successes and false starts, provide a realistic and honest guide to what's involved in the institutionalization of assessment." B*ack Cover.*

Fink, L.D. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses.* **San Francisco, California: Jossey-Bass.**

Fink provides several conceptual and procedural tools that will be invaluable for all teachers when designing instruction. He takes important existing ideas in the literature on college teaching (active learning, educative assessment), adds some new ideas (a taxonomy of significant learning, the concept of a teaching strategy), and shows how to systematically combine these in a way that results in powerful learning experiences for students. Acquiring a deeper understanding of the design process will empower teacher to creatively design courses for significant learning in a variety of ways. *Inside Cover*

Groves, R. M, Fowler, F. J., Couper, M. P., Lepkowski, J. M., Singer, E. and Tourangeau, R. (2009). Survey Methodology. Hoboken, NJ:Wiley.

"This new edition of *Survey Methodology* continues to provide a state-of-science presentation of essential survey methodology topics and techniques. The volume's six world-renowned authors have updated this *Second Edition* to present newly emerging approaches to survey research and provide more comprehensive coverage of the matter considerations in designing and conducting a sample survey. Key topics is survey methodology are clearly explained in the book's chapters, with coverage including sampling frame evaluation, sample design, development of questionnaires, evaluation of questions, alternative modes of data collection, interviewing, nonresponse, post-collection processing of survey data, and practices for maintaining scientific integrity." Back Cover

Gurung, R.A.R., Chick, N. L., & Haynie, A. (Eds.) (2009). *Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind.* **Sterling, VA: Stylus Publishing, LLC.**

"Exploring Signature Pedagogies advances scholarship of teaching and learning by providing foundational, discipline based essays that unmask the assumptions, preconceptions, expectations, and the implications of traditional knowledge-building practices in the college classroom. The authors challenge all of us to look carefully at out teaching, leading us in thoughtful questioning of inherited pedagogies and urging us to design intentional practices based on actual disciplinary priorities and evidence of student learning"-Jennifer Meta Robinson Department of Communication and Culture, Indiana University, and President-elect, International Society for the Scholarship of Teaching and Learning.

Heron, P. & Dugan, R.E. (Eds.). (2004). *Outcomes Assessment in Higher Education: Views and Perspectives.* **Westport, CT: Libraries Unlimited.**

"This book provides a unique perspective on the discussion of educational quality as reflected through outcomes assessment—or the application of student outcomes and student-learning outcomes to ensure institutional effectiveness—with its broad, cross-disciplinary approach. It focuses on assessing institutional quality and effectiveness, as well as responding to the increased demand for greater

accountability at all levels of institutional activity. Contributors include individuals from assessment associations and regional accrediting bodies, faculty members who have prepared plans for implementation of outcomes assessment, and librarians engages in such assessment, providing a unique variety of viewpoints. Concrete examples offer practical guidance in determining assessment options and establishing and applying assessment programs." *Back Cover.*

Maki, P. L. (2004). *Assessing for Learning: Building a Sustainable Commitment Across the Institution.* **Sterling, VA: Stylus Publishing, LLC.**

This book offers colleges and universities a framework and tools to design an effective and collaborative assessment process appropriate for their culture and institution. *Back Cover*

Maki, P.L., Borkowski, N.A. (2006). *The Assessment of Doctoral Education: Emerging Criteria and New Models for Improving Outcomes.* **Sterling, VA: Stylus.**

"This book provides a foundation for faculty and academic leaders of doctoral programs to promote inquiry into the educational practices that define their programs and contribute to graduate students learning. It presents an array of examples of new program-and-student-level assessment practices. The ideas and practices described here expand program review to include evidence of student learning — that is, students' demonstration of their knowledge, abilities, habits of mind, ways of knowing, ways of problem solving, and dispositions — through direct and indirect assessment methods that verify or challenge the efficacy of educational processes." *Back Cover*

Miller, B. A. (2007). *Assessing Organizational Performance in Higher Education.* **San Francisco, California: Jossey-Bass.**

Assessing Organizational Performance in Higher Education offers educational leaders a proven model for integrating and expanding assessment practices. Rooted in systems theory, this approach provides a uniquely effective structure for measuring and evaluating organizational performance by framing an organization as a system with internal and external elements, each of which presents an opportunity and potential for assessment. *Back Cover*

Neuman, W. L. (2004). *Basics of Social Research: Qualitative and Quantitative Approaches.* **Boston, MA: Pearson Education, Inc.**

This introduction to research methods covers all major topics at depth of detail that's thorough without being overwhelming. Using clear, accessible language and examples from real research, Lawrence Neuman discusses both qualitative and quantitative approaches to social research, emphasizing the benefits of combing various approaches. *Back Cover*

Nichols, J. O., Nichols, K. W. (2005) *A Road Map for Improvement of Student Learning and Support Services through Assessment.* **Flemington, NY: Agathon Press.**

"This work replaces *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment* as the foundation volume that, with its four companion volumes [..] provide a step by step guide to the planning and implementation of assessment procedures at two- and four- year colleges and

university graduate programs. It is a distillation of the principal authors' many years of experience in advising as assisting more than 350 institutions, in every regional accrediting association, to design and implement models for assessment of student outcomes and institutional effectiveness." Back Cover

Nichols, J. O. (1995). *Assessment Case Studies: Common Issues in Implementation with Various Campus Approaches to Resolution.* Bronx, NY: Agathon Press.

"The case studies presented in this volume are based on the in-depth experiences of eleven cooperating institutions: three major research universities, four primarily four-year colleges and universities, and four community colleges. A number of other institutions also contributed material for the extensive appendices, which provide specific examples of intended educational outcomes, means of assessment, and criteria for success from a wide variety of disciplines and administrative departments." *Back Cover*

Nichols, J. O., Nichols, K. W. (2001). *General Education Assessment for Improvement of Student Academic Achievement: Guidance for Academic Departments and Committees.* Bronx, NY: Agathon Press.

This volume, the fifth in the series of institutional or program/unit level guides dealing with specific type of assessment on college and university campuses, focuses on general education, the one common curricular component that most institutions of higher learning share at the undergraduate level. This uniquely American curricular form is also known as the "core curriculum" and is among the common interests of regional accreditation associations throughout the United States. With publicly financed institutions, it is also the area most likely to be the subject of "assessment for accountability" efforts by the public and their representatives. Like the others in this series, this monograph is designed to be a practical guide for the individual or group on campus charged with assessing the institutions' general education program. Users are encouraged to adjust and adapt the model described to best meet their institutional circumstances and culture." *Back Cover*

Nichols, J. O., Nichols, K. W. (2000). *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness.* Edison, NJ: Agathon Press.

"In this third edition The Departmental Guide focuses on assessment of instructional programs. Sections on assessment in graduate and professional programs an introduction to assessment in general education are included. There is also expanded coverage of topics encountered as institutions attempt to "close the loop" to include utilization of assessment results to improve student learning." *Back Cover*

Palomba, C. A., & Banta, T. W. (1999). *Assessment Essentials: Planning, Implementing and Improving Assessment in Higher Education.* San Francisco, California: Jossey-Bass.

In the book, Assessment Essentials: Planning and Improving Assessment in Higher Education, Banta and Catherine Palomba outline the assessment process from start to finish so as to provide a comprehensive guide to those new to assessment. Within the chapters, she cites various examples from universities using different methods of implementing assessment systems. Although much of the book deals with various measures and methods, she makes a point of noting that methods and measurements are not

the primary drivers of assessment. It is the culture of assessment that is vital to the process. Engaging faculty and staff with meaningful discussions about student learning, services, and aligning outcomes to mission is the most essential and significant part of higher education assessment.

Spaulding, D. T. (2008). *Program Evaluation in Practice: Core Concepts and Examples for Discussion and Analysis.* **San Francisco, California: Jossey-Bass.**

In the field of program evaluation, there is a decided lack of teaching cases. *Program Evaluation in Practice*, fills this gap and covers the essentials of program evaluation as it is used in education. The book provides a wide variety of evaluation projects that can be used for discussion, for analysis, and for reflection. *Program Evaluation in Practice* addresses foundations and theories of evaluation, tools for collecting data, writing of reports, and sharing findings. Individual cases focus on classroom instruction, a community-based program, teacher training, professional development, a secondary-school based program, an after school program, reading achievement, a school-improvement grant, and confidentiality." *Back Cover*

Spurlin, J. E., Rajala, S.E., Lavelle, J.P. (2008). *Designing Better Engineering Education Through Assessment: A Practical Resource for Faculty and Department Chairs on Using Assessment and ABET Criteria to Improve Student Learning.* **Sterling, VA: Stylus.**

This book is written for engineering faculty and department chairs. It is a practical guide and introduction to using assessment processes in undergraduate and graduate engineering education to improve student learning. It is written by engineering faculty and assessment professionals who have many years of experience in assessment of engineering education, and of working with engineering faculty. The book reflects the emphasis placed on student outcomes assessment by ABET, Inc., the organization that accredits most U.S. engineering, computer science and technology programs, as well as providing substantial equivalency evaluations to international engineering programs. The book begins with a brief overview of assessment theory and introduces readers to key assessment resources. It illustrates –through practical examples that reflect a wide range of engineering disciplines and practices at both large and small institutions, and along the continuum of students' experience, from first year to capstone engineering courses through to dissertation—how to go about applying formative and summative assessment practices to improve student learning at the course and program levels.

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.**

" You need rubrics if: you find yourself repeating the same comments on most student papers, you worry that you're grading the latest papers differently from the first, you're concerned about communicating the complexity of a semester-long assignment, you question the consistency of your and your colleagues' grading scales, grading is taking up far too much of your valuable time. At its most basic a rubric is a scoring tool that divides an assignment into its component parts and objectives, and provides a detailed description of what constitutes acceptable and unacceptable levels of performance for each part. Rubrics can be used to grade any assignment or task: research papers, book reviews, participation in discussions, laboratory work, portfolios, oral presentations, group work, and more. This

book defines what rubrics are, and how to construct and use them. It provides a complete introduction to anyone starting out to integrate rubrics in their teaching." *Back Cover*

Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide.* **San Francisco, California: Jossey-Bass.**

This book is designed to introduce readers to key topics. It is not meant to be an exhaustive discussion of assessment but rather something that can be used in small groups, the classroom or individually. Each chapter is concluded with discussion questions. The overall format is clear and straightforward. It is an excellent easy to use guide.

Rea, L. M., Parker, R. A. (2005) Designing & Conducting Survey Research: A Comprehensive Guide. San Francisco, California: Jossey-Bass.

"*Designing and Conducting Survey Research* is a complete, practical guide to conducting sample survey research. In a comprehensive manner, it explains all major components of survey research, including construction of the instrument, administration of the process, and analysis and reporting of results. Clear, concise, and accessible, this guide explains how to conduct a survey research project from start to finish. Further, it shows how this research method can be applied in such diverse fields as urban affairs, social science, and public administration." *Back Cover*

Upcraft, M. L. & Schuh, J. H. (1996). *Assessment in Student Affairs: A Guide for Practitioners.* **San Francisco, California: Jossey-Bass.**

`"For practitioners at all levels of experience, Assessment in Student Affairs provides a single volume, practical resource on using assessment to develop and improve all facets of student affairs. It includes detailed guidance for student affairs staff on how to assess student needs, student satisfaction, campus environments, campus cultures and student outcomes. And it explains how senior staff can employ assessment findings in strategic planning, policy development, and day-to-day decision making." Book Cover

Wehlburg, C. M. (2008). *Promoting Integrated and Transformative Assessment: A Deeper Focus on Student Learning.* **San Francisco, California: Jossey-Bass.**

Wehlburg discusses transformative assessment as an essential practice to continue excellence in higher education. She cites that teaching and assessment are integral to each other and in many cases she sees assessment as already taking place within the classroom. The book covers what transformative assessment is both currently as well as establishing the historical understanding of assessment. It goes further to explore way to both integrate as well as implement transformative assessment into the fabric of the university.

Walvoord, B. E. (2004). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education.* **San Francisco, California: Jossey-Bass.**

"Assessment Clear and Simple is "Assessment 101" in a book—a concise, step-by-step guide written for everyone who participates in the assessment process. This practical book helps to make assessment simple, cost-efficient, and useful to the institution, while at the same time meeting the requirements of accreditation agencies, legislatures, review boards, and others. Assessment Clear and Simple explores a variety of topics and shows how to: Build on assessment already in place, Use classroom work and grading process, Get faculty and department on board, Assess hard-to-define goals such as moral and civic development, Develop workable learning goals, Tailor assessment to its purposes, Select sensible assessment measures, Make criteria explicit, Use assessment to improve learning, Establish effective oversight without an assessment bureaucracy, Write an assessment report, Interpret the institution's culture to external audiences." *Back Cover*

Wehlburg, C. M. (2008). *Promoting Integrated and Transformative Assessment: A Deeper Focus on Student Learning.* **San Francisco, California: Jossey-Bass.**

Wehlburg discusses transformative assessment as an essential practice to continue excellence in higher education. She cites that teaching and assessment are integral to each other and in many cases she sees assessment as already taking place within the classroom. The book covers what transformative assessment is, both currently as well as establishing the historical understanding of assessment. It goes further to explore way to both integrate as well as implement transformative assessment into the fabric of the university.