

## ***ECSU Assessment Library Holdings – An Annotated List***

*Compiled by Barbara D. Wright*

*(10-20-04)*

1. ACPA and NASPA, *Learning Reconsidered. A Campus-Wide Focus on the Student Experience*, 2004. (Advances the idea that student learning – and assessment of student learning – must be reconceived to include co- and extra-curricular experiences.)
2. Allen, M., *Assessing Academic Programs in Higher Education*, 2004. (A good, basic introduction to vocabulary, concepts, purposes, methods, and benefits of assessment, with special attention to expectations of accrediting bodies.)
3. American Association for Higher Education Assessment Forum, *Learning through Assessment. A Resource Guide for Higher Education*, 1998. (Recommended books, organizations, conferences, instruments, campus models, multimedia and internet resources, framed by principles of good practice and an assessment glossary.)
4. Anderson, L., and Krathwohl, D., eds., *A Taxonomy for Learning, Teaching, and Assessing. A Revision of Bloom's Taxonomy of Educational Objectives*, Abridged Edition, 2001. (Bloom's classic taxonomy of cognitive processes redefined: remembering, understanding, application, analysis, evaluation, and creation. Includes suggested matrices and rubrics. A break-through book.)
5. Angelo, T. and Cross, K.P., *Classroom Assessment Techniques. A Handbook for College Teachers*, 2<sup>nd</sup> Edition, 1993. (A classic. Numerous techniques for eliciting information about student command of material and students' response to instruction in courses, but adaptable to program level)
6. Banta, T., ed., *Hallmarks of Effective Outcomes Assessment*, 2004. (A selection of brief, practical articles on effective practice from the pages of *Assessment Update*.)
7. \_\_\_\_\_, *Portfolio Assessment. Uses, Cases, Scoring, and Impact*, 2003. (A selection of brief, practical articles on portfolios from the pages of *Assessment Update*.)
8. Banta, T., et al., *Assessment in Practice. Putting Principles to Work on College Campuses*, 1996. (Opens with introduction to good practice, then provides over 80 campus examples of effective assessment in the major, gen ed, student development, and course- and classroom-level assessment. Also addresses faculty roles, campus-wide strategies, etc.)
9. Banta, T., et al., *Building a Scholarship of Assessment*, 2002. (A look at history, theoretical foundations, and methods of assessment, concluding with reflections on for development of scholarly assessment and the need for a scholarship of assessment.)

10. Bender, T., *Discussion-Based Online Teaching to Enhance Student Learning. Theory, Practice, and Assessment*, 2003. (Goes beyond “no significant difference” and the usual surveys to present creative thinking about online pedagogy and assessment of deep learning.)
11. Becker, W. E., and Andrews, M. L. eds., *The Scholarship of Teaching and Learning in Higher Education. Contributions of Research Universities*, 2004. (Essays on teaching, learning and assessment in a selection of disciplines at the research university.)
12. Boyer, E., *Scholarship Reconsidered. Priorities of the Professoriate*, 1990. (Hugely influential. Argued that faculty engage not only in scholarship of “discovery” or traditional research and publication, but also in scholarship of integration or interdisciplinary synthesis, scholarship of application or service to external communities, and scholarship of teaching. Beginning of SOTL movement and of legitimacy for assessment as scholarship.)
13. Brookhart, S., *The Art and Science of Classroom Assessment: The Missing Part of Pedagogy*, 1999. (Makes a general case for classroom assessment, then suggests methods, provides examples of assessment in some specific disciplines, discusses connections to grading, and notes further resources.)
14. Brown, S., Race, P., and Smith, B., *500 Tips on Assessment*, 2002. (Handy, numbered lists of things to think about regarding overall strategy, day-to-day management, using findings, ensuring a quality process, choosing methods, etc.)
15. Cambridge, B., ed., *Electronic Portfolios. Emerging Practices in Student, Faculty, and Institutional Learning*, 2001. (The reference of choice for information on e-portfolios. Includes chapters on portfolios for specific courses, majors, departments.)
16. Cross, K. P., and Steadman, M., *Classroom Research. Implementing the Scholarship of Teaching*, 1996. (The sequel to Angelo and Cross, above. Discussion of the role of students’ prior knowledge, metacognition, learning strategies, confidence, motivation, deep and surface learning, critical thinking, intellectual development, and the classroom assessments that add up to classroom research into all these issues.)
17. Diamond, R., *Designing & Assessing Courses & Curricula. A Practical Guide*, 1998. (Clear, straightforward how-to from an expert. Emphasis, however, is on course design and inputs; assessment gets relatively brief treatment.)
18. Doherty, A., Riordan, and T., Roth, J., eds., *Student Learning: A Central Focus for Institutions of Higher Education. A Report and Collection of Institutional Practices of the Student Learning Initiative*, 2002. (An Alverno College project funded by Pew Charitable Trusts. Profiles of 26 institutions using assessment to improve student and faculty learning in specific programs from first year and gen ed through the major.)

19. Donald, J., *Learning to Think. Disciplinary Perspectives*, 2002. (Like Wineburg, a book about students' intellectual development, what it means to think in specific disciplines, and – by implication – what we need to look for when assessing.)
20. Driscoll, A., and Lynton, E., *Making Outreach Visible. A Guide to Documenting Professional Service and Outreach*, 1999. (Portfolios are not just for students; they can also help faculty to make the case for a wide range of professional contributions.)
21. Duch, B., Groh, S., and Allen, D., *The Power of Problem-Based Learning*, 2001. (Problem solving turns up everywhere as an important learning outcome. This book shows how to implement PBL and suggests ways to use the process and products for assessment.)
22. Earley, M., Mentkowski, M., and Schafer, J., *Valuing at Alverno: the Valuing Process in Liberal Education*, 1980. (Early work from a pioneer in assessment. Booklet describes the challenge and the curriculum, concludes with detailed information on assessment procedures.)
23. Elder, L., and Paul, R., *A Miniature Guide for Students and Faculty to the Foundations of Analytic Thinking*, 2003. (An approach to analytical thinking and the way it is applied in different disciplines. Somewhat formulaic but interesting and useful.)
24. Erwin, T. D., *Assessing Student Learning and Development*, 1991. (An early classic, dated but still useful. Accessible discussions of reliability, validity, standardized testing, questionnaires and surveys, reporting and using information.)
25. Gaff, J. and Ratcliff, J., eds., *Handbook of the Undergraduate Curriculum. A Comprehensive Guide to Purposes, Structures, Practices, and Change*, 1996. (A wide-ranging overview but contains a substantial section on assessment.)
26. Gaither, G., ed., *Assessing Performance in an Age of Accountability: Case Studies*, 1995. (A look at external audiences and the reasoning behind their demands for assessment. Not the best reason to do assessment, but ignored at our peril.)
27. Gardiner, L., *Redesigning Higher Education. Producing Dramatic Gains in Student Learning*, 1996. (Places assessment within the larger framework of what students need to learn, effectiveness of current curricula and courses, quality of student effort, what grades can or cannot tell us, campus climate, prospects for reform, etc. Readable, surprising.)
28. Grunert, J., *The Course Syllabus. A Learning-Centered Approach*, 1997. (Assessment often begins with a review of course syllabi. Grunert argues for a learning-centered syllabus with a focus on assessment to support achievement of learning goals. With step-by-step guidance for implementation.)

29. Herson, P. and Dugan, R., *Outcomes Assessment in Higher Education. Views and Perspectives*. 2004. (Practical advice within a framework of accreditation requirements, accountability, and public expectations of higher education.)
30. Hohm, C. and Johnson, W., eds., *Assessing Student Learning in Sociology*, 2<sup>nd</sup> edition, 2001. (Excellent discipline-specific look at rationale for assessment, methods, etc.)
31. Huber, M., and Morreale, S., eds., *Disciplinary Styles in the Scholarship of Teaching and Learning. Exploring Common Ground*, 2002. (Interesting discipline-based takes on SOTL, which as investigation of how students learn is first cousin to assessment.)
32. Hutchings, Pat, ed., *Opening Lines. Approaches to the Scholarship of Teaching and Learning*, 2000. (Case study-based approach to understanding what it means to teach and learn the methods of inquiry and modes of thinking in disciplines and interdisciplinary settings – and by implication, what it means to assess for that learning.)
33. Jones, E., *Writing Goals Inventory*, 1994. (An instrument that allows faculty to identify the aspects of good writing they think are most important. Also available: speech communication and critical thinking inventories.)
34. Lemma, P., ed., *Effective Teaching: Systematic Reflections on the Scholarship of Teaching and Learning*, vol. 1, 2004. (Assessment at CCSU has been conceptualized as one element in the scholarship of teaching and learning. This volume reports on a dozen grant-supported faculty projects carried out at CCSU during AY2002-2003.)
35. Loaker, G., Cromwell, L., Fey, J., and Rutherford, D., *Analysis and Communication at Alverno: An Approach to Critical Thinking*, 1984. (Early work at Alverno linking analysis with communication, integrating the two into areas of specialization, and developing appropriate ways to assess for complex, integrated learning.)
36. Magolda, M., *Making Their Own Way. Narratives for Transforming Higher Education to Promote Self-Development*, 2001. (Building on Perry and other work, identifies factors that facilitate continuing intellectual and personal development and suggests ways the college environment –including assessment – can support it.)
37. Maki, P., *Assessing for Learning. Building a Sustainable Commitment Across the Institution*, 2004. (Emphasizes that the basic point must be to improve student learning, and traces what that sharp focus means across the steps of the assessment cycle. Appendices contain sample rubrics, matrices)
38. Mentkowski, M., et al., *Learning That Lasts. Integrating Learning, Development and Performance in College and Beyond*, 2000. (The distillation of over 25 years of experience in assessing to promote complex learning at Alverno College, supported by recent research on how learning occurs.)

39. Merriam, S., et al., *Qualitative Research in Practice. Examples for Discussion and Analysis*, 2002. (Accessible introduction to various approaches, with illustrative case studies. A good way to get comfortable with qualitative assessment methods.)
40. Michelson, E., Mandell, A., et al., *Portfolio Development and the Assessment of Prior Learning, Perspectives, Models and Practices*. 2004. (Offers 12 case studies or “models” of the use of portfolios at a wide range of postsecondary institutions in the US and abroad. Strong though not exclusive focus on prior learning of adult students.)
41. Middle States Commission on Higher Education, *Student Learning Assessment: Options and Resources*, 2003. (Excellent treatment of such issues as campus motivation, development of learning goals, assessment of learning, planning, and use of results, with numerous campus examples and other tools. Not just relevant to Middle States institutions.)
42. National Learning Communities Project, *Doing Learning Community Assessment: five Campus Stories*, 2003. (Looks at assessment of learning communities at Portland State University, Temple University, and other institutions and concludes that assessment can play a role in promoting learning and development, not just measuring it.)
43. \_\_\_\_\_, *Learning Community Research and Assessment: What We Know Now*, 2003. (Asks the question “Do learning communities really ‘work’?” and answers it by reviewing a variety of assessments. The conclusion: the answer is “yes” but more work needs to be done.)
44. National Research Council, *Classroom Assessment and the National Science Education Standards*, 2001. (Fascinating introduction to the standards, frameworks for formative and summative assessment, and review of issues beyond the classroom such as teacher preparation, system- and state-level support, and role of higher ed.)
45. \_\_\_\_\_, *How People Learn. Brain, Mind, Experience, and School*, Expanded Edition, 2000. (A highly acclaimed review of new research about the processes of learning and implications for teaching and assessment.)
46. \_\_\_\_\_, *Investigating the Influence of Standards. A Framework for Research in Mathematics, Science, and Technology Education*, 2002. (Raises questions about nature and effectiveness of standards for improving learning. Focus on K-12 education, but relevant in relation to knowledge/skills students bring to college and to teacher preparation.)
47. \_\_\_\_\_, *Knowing What Students Know. The Science and Design of Educational Assessment*, 2001. (Reviews research on learning and comes to many of the same conclusions as Wiggins, but with a focus on science and math and more theory, less practical help.)

48. \_\_\_\_\_, *Learning and Understanding. Improving Advanced Study of Mathematics and Science in US High Schools*, 2002. (Analysis of Advanced Placement and International Baccalaureate programs in science and math, and their effects on students' admission, placement, and success in college.)
49. Nelson, W. and Fernekes, R., *Standards and Assessment for Academic Libraries: A Workbook*, 2002. (A collection of checklists, charts, matrices, and other assistance. Goal is practical application and assessment of the ACRL's academic library standards.)
50. Nichols, J., *Assessment Case Studies: Common Issues in Implementation with Various Campus Approaches to Resolution*, 1995. (War stories and lessons learned.)
51. \_\_\_\_\_, *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness*, 1995. (Best feature: a nifty set of forms for organizing assessment work and keeping a record of it for reporting, program review, and accreditation purposes.)
52. \_\_\_\_\_, *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*, 1995. (Detailed advice distilled from the case studies – and influenced by the Southern Association of Schools and Colleges, noted for its demanding assessment expectations for accreditation.)
53. Nichols, K., and Nichols, J., *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness*, 2000. (Concrete, practical guidance and examples for assessment at the department or program level.)
54. \_\_\_\_\_, *The Department Head's Guide to Assessment Implementation in Administrative and Educational support Units*, 2000. (More concrete, practical guidance for assessment in such areas as library, tutoring centers, career planning, etc.)
55. \_\_\_\_\_, *General Education Assessment for Improvement of Student Academic Achievement: Guidance for Academic Departments and Committees*, 2001. (Definition of issues and overview of the advantages and disadvantages of qualitative versus quantitative and local versus standardized approaches to assessment of gen ed.)
56. *NPEC Sourcebook on Assessment, Vol. 1: Definitions and Assessment Methods for Critical thinking, Problem Solving, and Writing; and Vol. 2: Selected Institutions Utilizing Assessment Results*, 2000. (Prepared for the National Postsecondary Education Cooperative and its Student outcomes Pilot working Group by T. Dary Erwin, James Madison University; a detailed overview of existing instrumentation.)
57. Palomba, C., and Banta, T., eds., *Assessing Student Competence in Accredited Disciplines. Pioneering Approaches to Assessment in Higher Education*, 2001. (Info on teacher education, pharmacy, nursing, social work, business, computer science, engineering and visual arts, with more general introductory and concluding chapters.)

58. \_\_\_\_\_, *Assessment Essentials. Planning, Implementing and Improving Assessment in Higher Education*, 1999. (A handy, accessible introduction to basic vocabulary, purposes, issues, methods, reporting, and use of results.)
59. Perry, W., *Forms of Ethical and Intellectual Development in the College Years. A Scheme*, 1999. (Reprint of work published in 1968 but still timely and widely used in qualitative assessment. Perry traces undergraduate intellectual development from reliance on “authoritarian” right/wrong models through relativism to “commitment”: the construction of a personal system of mature intellectual, social and ethical values.)
60. Rockman, I., et al., *Integrating Information Literacy into the Higher Education Curriculum. Practical Models for Transformation*, 2004. (Practical advice for threading information literacy – and assessment of IL – through the entire curriculum.)
61. Sales, B. and Folkman, S., eds. *Ethics in Research with Human Participants*, 2000. (Useful discussion of ethical concerns in relation to research design, informed consent, confidentiality and intellectual property, along with methods of ethical decision-making and conflict resolution.)
62. Schuh, J., Upcraft, L., et al., *Assessment Practice in Student Affairs. An Applications Manual*, 2001. (A substantial volume covering assessment principles for SA, methods, domains, approaches to specific service areas, ethical issues, and getting started.)
63. Sedlacek, W., *Beyond the Big Test. Non-cognitive Assessment in Higher Education*, 2004. (A critique of the SAT and other standardized tests. Offers a non-cognitive alternative, along with ways to teach, advise, and assess both diverse and traditional students more effectively.)
64. Siegel, M., *Primer on Assessment of the First College Year*, 2003. (A useful complement to Swing, with more attention to principles of good assessment practice and awareness of the limitations of many traditional approaches.)
65. Stassen, M., et al, *Course-Based Review and Assessment. Methods for Understanding Student Learning*, 2001. (Practical guidance for course-level assessment, plus examples; a product of the assessment office at UMass-Amherst.)
66. \_\_\_\_\_, *Program-Based Review and Assessment. Tools and Techniques for Program Improvement*, 2001. (Brief, useful overview of the why, what, and how of program assessment to improve learning, also from UMass-Amherst.)
67. Stevens, D. D., and Levi, A., *Introduction to Rubrics. An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*, 2005. (A highly practical orientation to the what, why, and how of developing and using rubrics. Includes numerous examples.)

68. Suskie, L., *Assessing Student Learning. A Common Sense Guide*, 2004. (More good, practical how-to. Covers such topics as how to lay a firm foundation, planning, the assessment “toolbox,” using findings, and where to find further resources.)
69. Suzuki, L., Ponterotto, J., Meller, P, eds., *Handbook of Multicultural Assessment*, 2001. (Not directly concerned with student learning outcomes as such, but examines cultural, linguistic, and other factors that affect assessment results obtained from diverse populations.)
70. Swing, Randy L., ed., *Proving and Improving. Strategies for Assessing the First College Year*, 2001. (An overview of assessment for FY purposes, including rationale, methods, institutional examples, and recommendations.)
71. \_\_\_\_\_, ed., *Proving and Improving, Vol. II: Tools and Techniques for Assessing the First College Year*, 2004. (Relies heavily on descriptive data, standardized tests, existing surveys and inventories, but also ponders the possibilities of more authentic, qualitative approaches.)
72. Tagg, J., *The Learning Paradigm College*, 2003. (Tagg’s elaboration on the paradigm shift advocated earlier with co-author John Barr: from teaching to learning, from teacher- to student-centered, from inputs to outcomes. And outcomes mean assessment.)
73. Upcraft, M.,L., and Schuh, J, *Assessment in Student Affairs. A Guide for Practitioners*, 1996. (Predecessor to the Schuh and Upcraft manual. Includes pieces by other heavy hitters in student affairs such as Patrick Terenzini and Ted Miller. Excellent overview of what, why, how, and to what end.)
74. Voorhees, R., *Measuring What Matters. Competency-Based Learning Models in Higher Education*, 2001. (Deals with the fact of multiple pathways to learning and need for more models of competency-based education and assessment. Written from the perspective of the community college but relevant to any institution with transfer populations.)
75. Walvoord, B., *Assessment Clear and Simple. A Practical Guide for Institutions, Departments, and General Education*, 2004. (The basics for campus planners, departments, and programs. Interesting appendices with rubrics, guidelines for program review, matrices for curricular mapping, etc.)
76. Walvoord, B. and Johnson, V., *Effective Grading. A Tool for Learning and Assessment*, 1998. (Highly regarded book that presents 1) ways to make grading more effective in its own right and 2) ways grading can serve broader assessment purposes. Appendix includes primary trait-based scales for a wide range of disciplines and professions.)
77. Weigel, V., *Deep Learning for a Digital Age. Technology’s Untapped Potential to Enrich Higher Education*, 2002. (An alternative to uncreative uses of digital technology.)

Emphasis on “cognitive apprenticeship,” communities of inquiry, and embedded assessment to foster problem solving, critical thinking, and “depth education.”)

78. Wellman, J., and Ehrlich, T., eds., *How the Student Credit Hour Shapes Higher Education. The Tie That Binds*, 2003. (A critical examination of the credit hour and how it dominates thinking about curricula, degrees, etc. Assessment can assure the presence of needed knowledge and skills, however acquired, but the possibilities are only implied here.)

79. Wergin, J. and Swingen, J., *Departmental Assessment. How some Campuses Are Effectively Evaluating the Collective Work of Faculty*, 2000. (A cogent plea for more collective responsibility for students’ learning and a set of recommendations for changing departmental policy, structure, practices, culture, and approaches to assessment.)

80. Western Association of Schools and Colleges, *Evidence Guide. A Guide to Using Evidence in the Accreditation Process: A Resource to Support Institutions and Evaluation Teams*, working draft 2002. (Drafted by Peter Ewell, this publication offers a wealth of sound advice on how to effectively choose, assemble, and present evidence for accreditation reviews. Not just relevant to WASC institutions.)

81. Wiggins, G., *Educative Assessment. Designing Assessments to Inform and Improve Student Performance*, 1998 (Excellent on authentic tasks, standards and criteria, rubrics, portfolios, etc. Written for K-12 but Wiggins is highly respected in postsecondary circles and ideas are adaptable to college level.)

82. Wineburg, Sam, *Historical thinking and Other Unnatural Acts. Charting the Future of Teaching the Past*, 2001. (What it means to teach students to “think historically” – and by extension, what it then means to assess them for their ability to do this.)

Also available in the Assessment Office:

AAHE monographs and reprints of major conference presentations from 1987 to the present

Issues of *Assessment Update*

Issues of the British journal *Assessment & Evaluation in Higher Education*

Many examples of criteria and rubrics

Other resources