PROGRAM ASSESSMENT BIBLIOGRAPHY

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Assessment Overview

Banta, T. W. & Palomba, C. A. (2015). *Assessment Essentials: Planning, implementing, and improving assessment in higher education* (2nd ed.). San Francisco, CA: Jossey-Bass.

Description: This book takes readers through assessment essentials in higher education, such as a framework for assessment, examples of successful assessment from over 100 campuses, the methods of assessment, and more. This is an introductory book for those who are looking to implement any type of assessment (e-portfolios, rubrics, continuous assessment, etc.), and provide all of the necessary knowledge and tools needed to implement that assessment.

Henning, G. & Roberts, D. (2016). *Student Affairs Assessment: Theory to Practice*. Sterling, VA: Stylus

Description: *Student Affairs Assessment: Theory to Practice* is a book that provides student affairs professionals with both the process of assessment and the theory that guides the process. This is a practical source for any professional who is new to assessment, wanting more theory behind practice, or looking to innovate within the discipline. This book takes readers through the entire assessment process, including theory background, methods of analysis, result sharing, and ethical and political concerns.

Kuh, G., Ikenberry, S., George, K., 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.

Description: *Using evidence of student learning to improve higher education* is a contemporary tool that provides higher education professionals with a fundamental framework regarding the institutional need to provide evidence of student learning, both in and outside of the classroom, to improvement efforts. This book covers the ways in which evidence of student learning can be used to inform areas for improvement in higher education. The primary focus of this book is to ensure assessment is used to improve student learning and success, rather than solely providing institutions with data derived from assessment.

Keeling, R. P. (Ed.) (2006). *Learning Reconsidered 2: Implementing a campus-wide focus on the student experience*. Washington DC: American College Personnel Association, Association of College and University Housing Officers – International, Association of College Unions-International, National Academic Advising Association, National Association for Campus Activities, National Association of Student Personnel Administrators, and National Intramural Recreational Sports Association.

Description: *Learning Reconsidered 2* is described as a "blueprint for action"; this book shows professionals how to create and foster dialogue and planning for institution-wide student learning outcomes. By using the tools and models in this book, *Learning Reconsidered 2*

believes that professionals within higher education can collaborate and work towards using assessment to support learning both in and outside the classroom.

Joughin, G. (2008). *Assessment, Learning and Judgement in Higher Education: A Critical Review*. Springer Netherlands.

Description: Assessment involves a variety of politics ranging from student learning to institutional support. Joughin's (2008) book focuses on the nature of assessment and how institutions have come to use assessment as a measurement of student learning. This book provides readers with the fundamental knowledge of the purpose of assessment and concerns that arise when using assessment improperly.

Using Rubrics

Broad, B. (2003). *What we really value: Beyond rubric in teaching and assessing writing*. Utah State University Press.

Description: Broad (2003) presents a unique view regarding rubrics as he deconstructs the history behind rubrics and why they are still used today. While this book focuses on deconstructing and reconstructing the history and purpose behind rubrics, it also offers different ways to use rubrics for assessment, such as criteria mapping. This book is for readers who are looking for deeper theory behind rubrics as they relate to assessment.

Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. Alexandria, VA: ASCD.

Description: This book walks readers through every intricacy regarding rubrics, from their creation to their use in the assessment process. By outlining two essential components of effective rubrics, Brookhart provides readers with a breadth of knowledge regarding rubric misconceptions, differences between rubrics and assessment tools, and how to use rubrics for formative assessment.

Goggins Selke, M. A. (2013). *Rubric assessment goes to college: Objective, comprehensive evaluation of student work*. R&L Education.

Description: This book serves as a tool for readers to critically examine the need of rubric assessment in their line of work. Goggins Selke (2013) specifically focuses on a comprehensive approach to rubric construction in higher education to provide readers with step-by-step procedures. Moreover, the author discusses common errors in rubric design and tips on how to avoid them.

Stevens, D. D., & Levi, A. J. (2013). *Introduction to rubrics* (2nd ed.). Sterling, VA: Stylus.

Description: *Introduction to Rubrics* is an introductory book to everything related to rubrics, from grading to program assessment to rubric reconstruction in student affairs. This book is applicable to a wide variety of areas within higher education as it focuses on the different ways in which rubrics can be used, as well as the theory behind rubrics.

Writing Student Learning Outcomes

Bingham, R. P., Bureau, D. A., & Duncan, A. G. (Eds.) *Leading assessment for student success: Ten tenets that change culture and practice in student affairs*. (p. 22-37). Sterling, VA: Stylus Publishing.

> Description: This book focuses on ten tenets that help student affairs and higher education professionals employ assessment to support student learning and effectively change the culture of assessment on campuses across America. By synthesizing various scholarly articles and works within the framework of the ten tenants, the authors show readers how to be committed to assessment for student learning both in and outside of the classroom, which, in turn, shows accountability when stakeholders question the effectiveness of student affairs.

Bresciani, M. J., Gardner, M. M., & Hickmott, J. (2010). *Demonstrating student success: A practical guide to outcomes based assessment of learning and development in student affairs.* Sterling, VA: Stylus Publishing.

> Description: This book serves as a guide to creating outcomes-based assessment in student affairs, as well as demonstrates the growing demand of accountability regarding student learning within higher education. The authors frame to guide readers from outcomes-based assessment creation to effectively using the data received at their institution. Within this book, readers will learn how to write outcomes, set goals, and be able to describe the outcomes-based assessment process.

Engaging Faculty in the Assessment Process

Driscoll, A. & Wood, S. (2007). *Developing Outcomes-based Assessment for Learner-centered Education: A faculty introduction*. Sterling, VA: Stylus.

> Description: This book serves as a guide to supporting and empowering faculty members to engage in the assessment process at their universities. Driscoll and Wood focus on ways to articulate the importance of assessment to faculty without denouncing ability or ownership.

Maki, P. L. (Ed.). (2010). *Coming to Terms with Student Outcomes Assessment: Faculty and administrators' journeys to integrating assessment in their work and institutional culture*. Sterling, VA: Stylus.

> Description: This book takes a deeper look into how fourteen faculty and administrators within higher education engage in assessment at their respective universities. By directly analyzing the ways faculty and administrators engage in assessment, the book gives readers a clear idea of how they can engage others in the assessment process and collaborate across departments and divisions.

Palloff, R. M. & Pratt, K. (2009). *Assessing the Online Learner: Resources and strategies for faculty.* San Francisco, CA: Jossey-Bass.

Description: With the growing number of online students at universities in America, it has become apparent that institutions, specifically faculty, need to implement some form of assessment to understand the learning that happens for online students. Geared with an abundance of resources and strategies for faculty to use, this book illustrates the ways in which departments can collaborate and apply different assessment concepts that work to assess the quality of online student learning.

Walvoord, B. E. & Anderson, V. J. (2010). *Effective Grading: A tool for learning and assessment in college* (2nd ed.). San Francisco: Jossey-Bass.

Description: In Walvoord and Anderson's second edition of *Effective Grading: A tool for learning and assessment in college*, the two authors aim to synthesize classroom teaching and grading with institutional assessment and how the two can inform one another. The authors examine the link between teaching and grading, which allows for faculty to consider how classroom work can be used for program and general education assessment. Moreover, this book provides readers with materials on how to use classroom assessment outside of class and how faculty and partners can effectively "close the loop" with assessment.

Communicating Assessment Results

Harper, S. R. & Museus, S. D. (2007). *Using Qualitative Methods in Institutional Assessment*. San Francisco: CA: Jossey-Bass.

Description: This book addresses the need for assessment to include qualitative methods into the institutional assessment cycle for more "rich and instructive data to guide institutional decision-making and action." By showing that a one-method approach to assessment leads to only a fraction of accurate data, the authors urge readers to include qualitative methods in their assessment plans. The authors provide an in-depth look into how qualitative methods of institutional assessment can influence institution-wide plans and decisions, as well as dispel common misconceptions regarding the use of qualitative methods in assessment.

Policy Issues

National Institute for Learning Outcomes Assessment (2016). *Higher education quality: Why documenting learning matters.* Urbana, IL: University of Illinois and Indiana University.

Description: The documentation of student learning is becoming a more popular topic in higher education today, which is why this book was written. This book details the importance behind documentation as it tells universities how effective they are in implementing and supporting student learning – specifically, when students graduate and enter the workforce. Not only does this book illustrate the student learning-based needs of strong assessment, it also showcases why it is a best practice for student affairs practitioners as they are being held to higher standards every year.

Program Review

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

> Description: In this book, Allen focuses on the assessment cycle as it relates to student learning in an undergraduate experience. Specifically, this book analyzes the need to assess first-year programs at institutions because they are becoming more universal in American higher education. Allen provides readers with a "pragmatic guide" on how to develop and assess general education programs, as well as provide a foundation for understanding how institutions can help one another by communicating program review across campuses.

Bresciani, M. J. (2006). *Outcomes-based Academic and Co-Curricular Program Review: A compilation of institutional good practices*. Sterling, VA: Stylus.

> Description: Bresciani presents readers with a structured framework on how institutions can cultivate good assessment practices as they relate to academic and co-curricular program reviews. This book shares examples from approximately forty institutions, as well as presents ways for institutions to identify good practices for their own assessment endeavors. After reading this book, readers will have a breadth of knowledge regarding good assessment practices, implementation ideas, and ways to create ongoing assessment.

Bresciani, M. J., Gardner, M. M., & Hickmott, J. (2009). *Case Studies for Implementing Assessment in Student Affairs*. San Francisco: Jossey-Bass.

> Description: *Case Studies for Implementing Assessment in Student Affairs* focuses on thirteen case studies of assessment implementation at different American universities, including community colleges, liberal-arts colleges, and public universities of all sizes. While this book discusses these various case studies in-depth, it provides readers with "real world" assessment implementation examples to help inform institutions' pursuits towards successful cocurricular assessment.

Maki, P. L. & Borkowski, N. A. (2006). *The Assessment of Doctoral Education: Emerging criteria and new models for improving outcomes*. Sterling, VA: Stylus.

> Description: Maki and Borkowski embark on a new avenue of assessment by providing readers with a foundation for assessing doctoral programs within post-secondary education. Assessing graduate programs is an emerging field of higher education assessment, so the authors provide foundational knowledge and tools for those who wish to implement doctoral program assessment. This book places a heavy emphasis on listening to graduate students during their program progression, as well as ways to support these students.

Schuh, J. H., Biddix, J. P., Dean, L. A., & Kinzie, J. (2016). *Assessment in Student Affairs* (2nd ed.). San Francisco, CA: Jossey-Bass.

> Description: This book is a second edition that takes the concept of assessment in student affairs to a new level through providing new perspectives, tools, and ideas on how to use student affairs assessment to better inform practices. By focusing on assessing student affairs, the authors are able to showcase the importance of effective assessment processes as they relate to student learning and engagement outside the classroom.

AAC&U (Association of American Colleges and Universities). (2015). *Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning*. Washington, DC: AAC&U.

> Description: The AAC&U noticed a gap in contemporary literature related to institutional effectiveness, self-study, and strategic planning, which is why they formed this guide book for institutions. Within this book, readers will find a thorough guide to how institutions can better commit to their mission and values through assessment and self-study. Moreover, this guide presents relevant literature to help institutions better understand their positionality regarding equity and inclusion within the scope of higher education.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Alexandria, VA: ASCD.

> Description: This book focuses on illustrating the need of backwards design when creating tools such as assessment. By discussing the ins and outs of design, this book directly relates to how to create assessment designs that will effectively implement assessment as it relates to institutional planning.

Theories of Learning/Pedagogical Approaches to Assessment

Kuh, G. D., & O'Donnell, K. (2013). Taking HIPS to the next level. *Ensuring quality and taking high-impact practices to scale.* Washington, DC: Association of American Colleges and Universities.

> Description: This book builds upon from AAC&U previous reports that are related to assessment and effective practices in higher education to provide readers with an in-depth analysis on the relationship between practice and improvement in retention and graduation rates. The authors present five detailed case studies on how institutions have implemented high-impact practices related to retention and graduation. In regard to assessment, this book serves as a tool for the creation of high-impact practices, which should be implemented alongside assessment for continuous analysis and improvement.

Montenegro, E., & Jankowski, N. A. (2015). *Focused on What Matters: Assessment of Student Learning Outcomes at Minority-Serving Institutions.* Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

> Description: This report serves as an analysis of assessment work on Minority-Serving Institutions (MSIs). Montenegro and Jankowski (2015) compare the assessment activities between Predominately White Institutions (PWIs) with MSIs, and constructed four main findings: internal use of assessment data at MSIs, the use of data for improvement, the different assessment approaches at MSIs, and the ways in which MSIs address different institutional needs and interests. After describing the findings, the report further analyzes its findings to resent various implications for understanding assessment at MSIs and how this research can help advance assessment efforts at MSIs and PWIs.