DOCUMENT RESUME

ED 468 121   HE 035 199

TITLE   Critical Issue Bibliography (CRIB) Sheet: Assessment.
INSTITUTION   ERIC Clearinghouse on Higher Education, Washington, DC.
SPONS AGENCY   Office of Educational Research and Improvement (ED),
                Washington, DC.
PUB DATE   2001-12-00
NOTE   10p.; For full text: http://www.eriche.org.
PUB TYPE   ERIC Publications (071) -- Reference Materials -
                Bibliographies (131)
EDRS PRICE   EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS   Annotated Bibliographies; *Educational Assessment;
                *Evaluation Methods; *Higher Education; Program Evaluation;
                *Student Evaluation; Test Use

ABSTRACT

        This Critical Issue Bibliography (CRIB) Sheet focuses on
assessment. Assessment has been a major trend in higher education over the
last 10 years, with the nature of the literature changing significantly over
the years. This annotated bibliography groups assessment resources into these
categories: (1) general resources; (2) institutional assessment; (3)
assessment and the learning environment; (4) methods and techniques; and (5)
statewide, regional, and national approaches. This bibliography lists 1
Internet and 42 print resources, all of which are in the ERIC database. (SLD)

Critical Issue Bibliography (CRIB) Sheet:

Assessment

Educational Resources Information Center (ERIC) Clearinghouse on Higher Education
The George Washington University
Graduate School of Education and Human Development
#1 Dupont Circle, NW, Suite 630
Washington, DC 20036
800-773-3742 or 202-296-2597
http://www.eriche.org

What is an ERIC CRIB Sheet?

A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Assessment

Assessment has been a major trend in higher education for the last ten years, with the nature of the literature changing significantly over the years. In the late 1980s, the literature urgently called attention to the need for colleges and universities to perform self-assessment and to be held accountable for the quality of teaching, student learning, and services on their campuses. In the early 1990s, the discussion turned to specific assessment techniques and approaches. Assessment was often limited to peripheral services or to traditional indicators such as student graduation or employment rates. In the mid-1990s, assessment of core processes -- teaching and learning -- became part of the major higher education debates between practitioners and researchers. The discussion of assessment has now become institution-wide -- student affairs practitioners and faculty are as likely now as business officers to be involved in discussions about assessment. However, the need for assessment, different assessment techniques and approaches, and the benefit or impact of assessment are still being debated and people continue to search for ways to understand the process. "Performance indicators," "benchmarking," "total quality management," "outcomes," and "assessment models" are terms being learned, refined, and implemented in the daily life of academe. The American Association of Higher Education (AAHE) has a forum on Assessment and Quality (http://www.aahe.org/assessment) that is an invaluable resource. The AAHE also has a statement of "9 Principles of Good Practices for Assessing Student Learning" (http://www.aahe.org/assessment/principl.htm) that is useful for anyone engaged in or considering becoming engaged in assessment.

ERIC documents (references with ED numbers) can be read on microfiche at approximately 900 libraries or can be purchased from the ERIC Document Reproduction Service by calling 1-800-443-ERIC. Publications with EJ numbers are journal articles and are available at libraries or through interlibrary loan. They can also be purchased from Ingenta, an article reproduction vendor, by calling 1-800-296-2221. *CRIB sheets are updated annually; please contact us for an update or visit our Web site for the most current version.*

General Resources

http://www.aahe.org/assessment/
Gardiner, Lion F., Anderson, Caitlin, & Cambridge, Barbara L. (1997). *Learning through assessment: A resource guide for higher education*. Washington, DC: American Association for Higher Education.
This is an annotated, indexed directory of assessment books and articles, journals, newsletters, audiocassettes, organizations, conferences, and electronic resources.

Banta, T., Lund, J., Black, K, & Oblander, F. (1996). *Assessment in practice*. San Francisco: Jossey-Bass, Inc.
This book contains 82 cases exemplifying the principles of good practice in assessment.

It is targeted at faculty members and student affairs professional engaging in or
considering engaging in assessment.

Institutional Assessment

EJ611498
Peterson, Marvin W., & Augustine, Catherine H.. (2000). External and internal influences
on institutional approaches to student assessment: Accountability or improvement?
Research in Higher Education,41, 4, 443-79.
A survey of 885 public undergraduate institutions examined influences of state
characteristics, accreditation emphases, and institutional dynamics on three approaches to
student assessment (cognitive, affective, and post-college).

ED432937
Brookhart, S. M. (1999). *The art and science of classroom assessment. The missing part
of pedagogy.* (ASHE-ERIC Higher Education Report, Vol. 27, No. 1). Washington, DC:
ERIC Clearinghouse on Higher Education.
This report addresses assessment of college student performance. Discussion focuses on
several topics including, but not limited to: why classroom assessment of students'
achievement is important; how an instructor can ensure the quality of information from
classroom assessments; and methods of assessment particularly suited to various
achievement targets. The report describes five different kinds of learning goals or
"achievement targets" and appropriate forms of assessment for each.

ED434545
Brown, S. K., & Glasner, A. (Eds.). (1999). *Assessment matters in higher education:
Choosing and using diverse approaches.* Philadelphia, PA: Open University Press.
This book presents 16 papers on assessment in higher education grouped into four
sections on: (1) systems approaches to assessment, (2) the effectiveness of innovative
assessment, (3) assessing practice, and (4) autonomous assessment.

ED430507
Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing,
and improving assessment in higher education.* San Francisco, CA: Jossey-Bass, Inc.
This book examines current assessment practices in higher education and offers
suggestions on planning assessment programs, carrying them out, and using the results to
improve academic programs.

ED416732
Murphy, Patricia D., & Harrold, Robert L. (1997, April). *Assessment: A moving target
with rising expectations.* Paper presented at the Annual Meeting of the North Central
Association, Chicago, IL.
This paper looks at the assessment requirements of the North Central Association of
Colleges and Schools in regard to undergraduate and graduate education.

ED417656
Virginia State Council for Higher Education. (1996). *Indicators of institutional mission. What do students learn?* Richmond, VA: Virginia State Council of Higher Education. This report summarizes the results of assessment programs at each of the 17 public colleges and universities in Virginia, and how the schools have used this information to improve their programs.

EJ505365
Dooris, Michael J., & Teeter, Deborah J. (1994 Summer). Total quality management perspective on assessing institutional performance. *New Directions for Institutional Research, 82,* 51-62.
Theme issue: "Using Performance Indicators to Guide Strategic Decision Making."

ED381055
Rhoads, Robert, & Others. (1994). *Multicultural institutional assessment instrument.* University Park, PA: National Center on Postsecondary Teaching, Learning, and Assessment.

EJ496515 HE533392
Van Vught, Frans A., & Westerheijden, Don. F. (1994, October). Towards a general model of quality assessment in higher education. *Higher Education, 28,* 355-71.

Assessment and the Learning Environment

ED438867
Huba, Mary E., & Freed, Jann E. (2000). Learner-centered assessment on college campuses: Shifting the focus from teaching to learning.
This book is intended for practicing or aspiring faculty who are interested in a learner perspective. It can be used individually or collectively in orientations, graduate teaching seminars, and faculty development seminars. Recognizing that most college faculty learned to teach using the lecture method, and that while the lecture method is not exactly ineffective, this book claims there are many other teaching methods that have been proven to be more effective.

EJ582050
MacAlpine, J.M.K. (1999, March). Improving and encouraging peer assessment of student presentations. *Assessment & Evaluation in Higher Education, 24,* 1, 15-25.
Looks at one teacher's method of peer assessments on student presentations. It has helped to decrease the spread of grades given, and has enhanced the correlation of peer and teacher assessments.

EJ582078
Lewis, Robert, Berghoff, Paul, & Pheeny, Pierette. (1999, Spring). Focusing students: Three approaches for learning through evaluation. *Innovative Higher Education, 23,* 3, 181-196.

This article reveals three professors' techniques for helping students focus on assessments required in classes.

ED420244
Schilling, Karen Maitland, & Schilling, Karl L. (1998). *Proclaiming and sustaining excellence: Assessment as a faculty role*. ERIC Digest. Washington, DC: ERIC Clearinghouse on Higher Education.
This digest summarizes a report that addresses trends and issues in assessment in relation to the role of college faculty, including advances in assessment to make it more congenial to faculty, different ways in which institutions have approached assessment, and how assessment can be viewed as a faculty role.

ED428590
Marincovich, Michele. (1998). *Ending the disconnect between the student evaluation of teaching and the improvement of teaching: A faculty developer's plea*. Stanford, CA: National center for Postsecondary Improvement, Stanford University.
This paper offers eight steps institutions of higher education can take to improve teaching through the use of student evaluations. In addition, it provides five recommendations for teaching centers.

EJ570382
(1998, Summer). Issue theme: Changing the way we grade student performance: Classroom assessment and the new learning paradigm. *New Directions for Teaching and Learning, 74*.
This issue looks at different methods teachers can use to ensure objectivity in assessment.

ED417665
Diamond, Robert M. (1998). *Designing and assessing courses and curricula, a practical guide*. San Francisco, CA: Jossey-Bass, Inc.
This book is designed to help college faculty effectively create and evaluate courses and curricula. It looks at different design and evaluation models, and gives the positives and negatives of each.

EJ565290
(1997, Winter). The campus-level impact of assessment: Progress, problems, and possibilities. *New Directions for Higher Education, 100*.
A collection of articles dealing with the effects of assessment programs on college campuses.

ED410870
Lanni, Joseph C. (1997). *Modeling student outcomes: A longitudinal study*. Paper presented at the Annual Forum of the Association for Institutional Research.
A six-year study to identify factors associated with student success at a large Eastern community college.

ED409765
Murphy, Patricia D. (1996, May 8). *Assessment of student learning in graduate programs*. Paper presented at the Annual Forum of the Association of Institutional Research, Albuquerque, NM.
Looks at a case study designed to improve the assessment of graduate student learning at North Dakota State University.

EJ518229
Barak, Robert J., & Sweeney, Janet D. (1995, Summer). Academic program review in planning, budgeting, and assessment. *New Directions for Institutional Research, 86,* 3-17.
Theme issue: Using Academic Program Review.

EJ505785
Tuckman, Bruce W. (1995, Winter). Assessing effective teaching. Peabody Journal of Education, 70, 127-38.
Theme issue title: "Teacher Effectiveness: A Look at What Works."

EJ506825
Gentemann, Karen M., & Others. (1994, Winter). Refocusing the academic program review on student learning: The role of assessment. *New Directions for Institutional Research, 84,* 31-46.
Theme issue topic: "Providing Useful Information for Deans and Department Chairs."

ED369379
Brown, Sally, & Knight, Peter. (1994) *Assessing learners in higher education. Teaching and learning in higher education series.* London, England: Kogan Page Ltd.

ED368305
Braskamp, Larry A., & Ory, John C. (1994). *Assessing faculty work: Enhancing individual and institutional performance.* San Francisco, CA: Jossey-Bass, Inc.

EJ454621
Field, Michael, & Lee, Russell. (1992). Assessment of interdisciplinary programs. *European Journal of Education,* 27, 277-83.

EJ437924
Gray, Peter J. (1991, Winter). Using assessment data to improve teaching. *New Directions for Teaching and Learning, 48,* 53-63.

Methods/Techniques

ED443866
Airasian, Peter W. (2000). *Assessment in the classroom: A concise approach.* [Second edition].
This book has been designed to fit a variety of curriculum arrangements: to use as the core text for teachers, to teach the assessment unit in courses in educational psychology,

or to teach the assessment component of integrated methods courses. Topics include, but are not limited to: "The Classroom as an Assessment Environment," "Learning about Pupils: Sizing-Up Assessment," and "Standardized Achievement Tests."

EJ582078
Lewis, Robert, Berghoff, Paul, & Pheeney, Pierette. (1999, Spring). Focusing students: Three approaches for learning through evaluation. *Innovative Higher Education, 23,* 3, 181-96.
Three professors share techniques for helping students focus on assessments required in classes.

EJ579818
Joughin, Gordon. (1998, December). Dimensions of oral assessment. *Assessment & Evaluation in Higher Education, 23,* 4, 367-378.
This article looks at literature on oral assessment in college instruction and how it interacts with other elements of teaching and learning.

EJ568885
Stephens, Derek; Bull, Joanna, & Wade, Winnie. (1998, September). Computer-assisted assessment: Suggested guidelines for an institutional strategy. *Assessment & Evaluation in Higher Education, 23,* 3, 283-294.
Review lessons learned from experience with computer-aided learning that can inform the use of computers in student assessment in college teaching, describes the experience of two institutions with computer assisted student assessment, and makes recommendations for developing and implementing effective institution-wide systems.

EJ577644
Soetaert, Elaine. (1998). Quality in the classroom: Classroom assessment techniques as TQM. *New Directions for Teaching and Learning, 75.*
Looks at the use of classroom assessment techniques (CATs) for improving quality of college instruction. This article examines faculty and student reactions to CATs, and supplies other recommendations for assessment.

EJ520078
Biggs, John. (1996, March). Assessing learning quality: Reconciling institutional, staff and educational demands. *Assessment & Evaluation in Higher Education, 21,* 5-15.

EJ520063
Bambenek, Joseph J. (1995, November). Improving the accuracy of institutional assessment results through the ten principles of meaningful assessment. *Higher Education Management, 7,* 355-63.

ED410797
Nichols, James O. (1995). *Assessment case studies: Common issues in implementation with various campus approaches to resolution.* Edison, NJ: Agathon Press.

A collection of case studies on the implementation of institutional assessment and evaluation of student outcomes in higher education.

EJ434805
Jackson, David. (1991). Using software tools to automate the assessment of student programs. *Computers and Education, 17*, 133-43.

Statewide/Regional and National Approaches

ED454169
Trube, M. Barbara, & Madden, Paul M. (2001). *National standards, state goals, and the university's vision align to provide a framework for the pre-service teacher portfolio.* This paper presents the preservice teacher portfolio as a multidimensional tool, addressing three dimensions of the portfolio based on data compiled within one university's teacher preparation program. It recommends the preservice teacher portfolio as a viable tool for assessing preservice teachers' capacity (knowledge, skills, dispositions, and sense of self) and ability to make connections among national standards, state goals, and university vision.

EJ547664
Smith, Bob, & Others. (1997, April). Integrating student assessment practices: The significance of collaborative partnerships for curriculum and professional development in a university department. *Higher Education Research & Development, 16*, 69-86.
A look at one Australian university's attempt to encourage faculty collaboration on student assessment issues.

EJ501632
Nettles, Michael T. (1995, Spring). The emerging national policy agenda on higher education assessment: A wake-up call. *Review of Higher Education, 18*, 293-313.

ED343513
Council on Postsecondary Accreditation. (1992, January). *Accreditation, assessment, and institutional effectiveness: Resource papers for the COPA Task Force on institutional effectiveness.* Washington, DC: Council on Postsecondary Accreditation.

ED340758
Loacker, Georgine. (1991, November). *Designing a national assessment system: Alverno's institutional perspective.* Paper presented at the Assessing Higher Order Thinking & Communication Skills in College Graduates workshop, Washington, DC.

EJ433098
Aper, Jeffrey P., & Hinkle, Dennis E. (1991, September/October). State policies for assessing student outcomes: A case study with implications for state and institutional authorities. *Journal of Higher Education, 62*, 539-55.