
California State University, Stanislaus

ASSESSMENT RESOURCES

The Office of Assessment and Quality Assurance has compiled the following list of assessment-related documents and resources related to enhancing and assessing student learning.

These materials are organized into two categories:

- (1) Print Resources available for checkout through the University Library
- (2) Articles available for download through JSTOR, Expanded Academic ASAP, and Wiley Interscience also accessed through the CSU Stanislaus Library

Items marked with an * are accessible in the Faculty Center for Excellence in Teaching and Learning. Those interested in borrowing these items may contact 667- 3216 for further information.

LIBRARY RESOURCES

- **Allen, Mary J. *Assessing Academic Programs in Higher Education*. Boston: MA Anker Publishing, 2004**

Written for both university administrators and faculty, this resource guides readers through the assessment process. In addition to supplying the basic steps of the process, the author demonstrates a wide variety of assessment strategies as well as supplying a range of successful case studies that can be tailored to meet the needs of other institutions.

[LB2822.75.A45x2004](#)

- **Anderson, Rebecca S., Bauer, John F., and Speck, Bruce. W. *Assessment Strategies for the On-line Class: from Theory to Practice*. San Francisco: Jossey-Bass, 2002.**

Guide for faculty teaching in an online classroom; discusses assessment of student's e-folios and work in online chat rooms and bulletin boards.

[LB1028.5.A77x 2002*](#)

- **Angelo, Thomas A. and Cross, Patricia K. *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Jossey-Bass, second edition, 1993**

As stated in preface, this sourcebook "has been written for college teachers – regardless of their prior training in pedagogy, assessment or education." This work is perhaps most valuable to faculty for the examples provided of successful assessment projects as well as information on assessing various skills.

[LB2822.75.A54 1993*](#)

- **Banta, Trudy, ed. Assessment Update.**

Award-winning bimonthly newsletter published by Jossey-Bass.

[In Office of Assessment](#)

- **Banta, T.W. & Associates. *Building a Scholarship of Assessment*. The Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass, 2002.**

Through a series of articles, assessment experts examine the theoretical foundations of outcomes assessment as well as exploring the future of this practice; the ultimate goal of this work being to convince skeptics that outcomes assessment is not merely a passing fad.

[LB2366.B85 2002](#)

- **Banta, T.W. *Hallmarks of Effective Outcomes Assessment: Assessment Update Collection*. San Francisco: Jossey-Bass, 2004**

The authors of this work intend to provide an “easy-to-use” guide for both the improvement of already existing programs as well as the institution of new ones. This collection from the bimonthly newsletter Assessment Update focuses on both institution-wide approaches as well as more specific strategies, and provides case studies to exemplify these methods.

LB2822.75.H35x 2004

- **Banta, Trudy W. *Portfolio Assessment: Uses, Cases, Scoring and Impact*. San Francisco: Jossey-Bass, 2004**

Part of the Assessment Update series, this work provides examples of the portfolio approach in the assessment programs of various institutions. In addition to these examples, this resource provides information on portfolio scoring as well as perspectives on this method from both faculty and students.

LB1029.P67 P657x 2003

- **Barr, Margaret. *The Handbook of Student Affairs Administration*. San Francisco: Jossey-Bass, 2000.**

From Publisher: “*The Handbook of Student Affairs Administration* is a definitive reference for student affairs professionals at all levels of administration and management. This fully updated handbook offers specific, practical advice as well as broad approaches to planning and problem solving. You will find modernized discussions on such critical topics as institutional mission, strategic planning, change management, finance and budgeting, staff selection, training and evaluation, technological innovation, diversity, leadership, and more.”

LB2342.92.B37 2000

- **Bender, Tisha. *Discussion-Based Online Teaching to Enhance Student Learning*. San Francisco: Jossey-Bass, 2003**

This publication addresses the various pros and cons of online learning and provides a guide for teaching online as well as evaluating student’s progress in this environment.

LB1044.87.B43 2003

- **Boulmetis, John, and Dutwin, Phyllis. *The ABCs of Evaluation: Timeless Techniques for Program and Project Managers*. San Francisco: Jossey-Bass, 2000**

From Publisher: "Demystifying the process of evaluation by learning each component of an evaluation design. Features charts, graphs, models, and lists to help organize, extend, and facilitate the understanding of each concept."

[HD31.B633 2000](#)

- **Colby, Ann, Ehrlich, Thomas, Beaumont, Elizabeth, and Stephens, Jason. *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*. San Francisco: Jossey-Bass Publishers, 2003**

From Publisher: *Educating Citizens* reports on how some American colleges and universities are preparing thoughtful, committed, and socially responsible graduates. Many institutions assert these ambitions, but too few act on them. The authors demonstrate the fundamental importance of moral and civic education, describe how the historical and contemporary landscapes of higher education have shaped it, and explain the educational and developmental goals and processes involved in educating citizens. They examine the challenges colleges and universities face when they dedicate themselves to this vital task and present concrete ways to overcome those challenges.

[LC268.E355 2003](#)

- **Diamond, Robert M. *Designing and Assessing Courses and Curricula: A Practical Guide*. San Francisco: Jossey-Bass Publishers, 1998.**

Written from a learning-centered perspective, Diamond has created this resource as a guide for faculty in the design of courses. This work provides a variety of checklists and worksheets to assist the reader in this process.

[LB2361.5.D5 1998](#)

- **Diamond, Robert M., and Adam, Bronwyn E. *Field Guide to Academic Leadership*. San Francisco: Jossey-Bass, 2002.**

A series of essays dealing with a wide-range of assessment topics including: teaching strategies, curricula development, assessment techniques, technology and diversity issues.

[LB234341.F43 2002](#)

- **Duch, B., Groh, S., and Allen, D. *The Power of Problem-Based Learning*. Stylus Publishing, 2001**

This resource acts as a guide for both faculty and administrators in instituting Problem-Based Learning (PBL). It includes a discussion of strategies and provides case studies from a variety of disciplines to display the efficacy of PBL in improving learning outcomes.

[LB1027.42.P69 2001](#)

- **Ender, Steven C. and Newton, Fred B. *Students Helping Students: A Guide for Peer Educators on College Campuses*. San Francisco: Jossey-Bass, 2000**

From Publisher: "Beginning with a background discussion on student growth and development, this resource provides learning objectives and exercises to help prepare peer educators for such task as tutoring, student orientation, residence hall advising, crisis intervention, coaching, and more. Perfect for individual or group use, *Student Helping Student* is a long-awaited guide for the thousands of college student who serve as leaders, tutors, counselors, and advisors for their peers. A trainer's guide is available upon request."

LB1027.5.E52 2000

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

From Publisher: "Offers a new model of integrated course design that links principles of higher level learning, active learning, effective dialogue, and educative assessment to help educators develop skills for lifelong learning in their students. Contains a wide variety of examples across all disciplines and includes tips and suggestions for designing course to yield longer-lasting outcomes."

LB2331.F495 2003

- **Fletcher, S. *Competence-Based Assessment Techniques- Revised 2nd Edition*. Stylus Publishing, 2001**

A guide discussing the principles of competence-based techniques. This work is divided into two sections; the first discussing the purpose of competence-based techniques, and the second addressing implementation.

HF5549.5.T7 F58 2000

- **Garcia, Mildred, et al. *Assessing Campus Diversity Initiatives: A Guide for Campus Practitioners*. (Understanding the Difference Diversity Makes: Assessing Campus Diversity Initiatives Series). Washington, D.C.: Association of American Colleges and Universities, 2001.**

The appendices include a variety of measurement tools for evaluating diversity and campus climate including copyright and contact information for the various surveys, etc...

LC1099.3.A87x 2001

- **Gordon, Virginia N., Habley, Wesley R., & Associates. *Academic Advising: A Comprehensive Handbook*. San Francisco: Jossey-Bass, 2000.**

From Publisher- "One of the most comprehensive overviews of key concepts in academic advising...an absolute must for every advisor's professional collection..."

LB2343.A29 2000

- **Huba, M.E., and Freed, J.E. *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*. Needham Heights, MA: Allyn & Bacon, 2000**

Intended for administrators, this work discusses the current emphasis on assessment of learning as well as examining the transition from a teacher-centered to a learner-centered approach. The authors provide insights on gathering student feedback to improve instruction and provide information on assessing critical thinking and using portfolios to evaluate student learning.

LB2331.H83 2000

- **Krueger, Richard A. *Analyzing and Reporting Focus Group Results (Focus Group Kit)*. SAGE Publications, 1997**

Richard Krueger's discussion on focus groups acts a guide to improving focus group analysis by offering an overview of important research principles and providing analysis strategies. This book is intended for academic audiences, focus group practitioners, and moderators.

H61.28.K78 2000

- **Lewis, Karron, G. *Techniques and Strategies for Interpreting Student Evaluations*. San Francisco: Jossey-Bass, 2001.**

Series of essays addressing the topic of student feedback and ratings.

LB2331.T43x *

- **Love, Patrick G., Estanek, Sandra M. *Rethinking Student Affairs Practice*. San Francisco: Jossey-Bass, 2004**

From Publisher: "*Rethinking Student Affairs Practice* analyzes competencies that are currently being explored and developed in a student affairs context. You are introduced to research and scholarship on each competency, practical guidelines on how to apply that competency effectively, and tools for you to use when developing your skill in each field. This indispensable text provides substantive information about several new competencies gaining importance in the student affairs profession, including leadership, entrepreneurship, resource development, multicultural competence, and technological competence."

LB2342.92L68 2004

- **Lucas, Ann F. *Leading Academic Change: Essential Roles for Department Chairs*. San Francisco: Jossey-Bass, 2000.**

This work is composed of a series of essays written by various authors such as Thomas Angelo and Richard Diamond discussing the role of department chairmen in leading change and strengthening their respective departments.

LB2341.L82*

- **Magolda, Marcia Baxter. *Making Their Own Way*. Stylus Publishing, 2004**

An examination of student development, this book provides insight into the collegiate experience. Through interviews and research, the author creates a framework for educational improvement that acknowledges the holistic nature of higher education. This book was also winner of the AERA "Narrative and Research Special Interest Group 2003" Book Award.

[LB2424.B39x 2004](#)

- **Magolda, Marcia Baxter, ed. About Campus. San Francisco: Jossey-Bass**

From Publisher: "*About Campus* is dedicated to the idea that student learning is the responsibility of all educators on campus. Six times a year, *About Campus* offers an eclectic mix of articles designed to illuminate the critical issues faced by student affairs and academic affairs staff as they work collaboratively to help students learn."

[Available through Wiley-Interscience](#)

- **Maki, Peggy L. *Assessing for Learning: Building a Sustainable Commitment Across the Institution*. Stylus Publishing, 2004**

In this work, Maki provides readers with the tools necessary to implement an effective assessment process. She examines assessment from both the program and institutional-level and presents worksheets and resources to aide practitioners in the assessment of student learning.

[LB2366.2.M35 2004](#)

- **Miller, Thomas, Bender, Barbara E., and Schuh, John H. and Associates. *Promoting Reasonable Expectations: Aligning Student and Institutional Views of the College Experience*. San Francisco: Jossey-Bass, 2005.**

From Publisher: Promoting Reasonable Expectations offers a thorough examination of student expectations of college. The book includes an examination of key issues such as the classroom setting, student services, and campus life. This unique resource contrasts student expectations with their actual experiences and identifies effective strategies for addressing the disjunctions between expectation and reality. Written by leading figures in the field of student affairs and sponsored by NASPA (National Association of Student Personnel Administrators), *Promoting Reasonable Expectations* offers insights about student expectations as defined by their ethnicity, age, gender, transfer student status, and more. Based on solid research, this groundbreaking book explores why it is useful to consider expectations in the context of student relationships and higher educational institutions.

[LB2343.4.M55 2005](#)

- **Morgan, David L. *Focus Group as Qualitative Research*. SAGE Publications. *Qualitative Research Methods Series*, 16., 1997**

In this revised edition, one of the Sage Publications *Qualitative Research Methods Series*, David Morgan provides a guide to the ever-expanding use of focus groups that can be used by researchers in every discipline.

H61.28.M67 1997

- **Nichols, James O. and Nichols, Karen W. *The Departmental Guide to Implementation of Student Outcomes Assessment and Institutional Effectiveness*. New York: Agathon Press, 1995, 2000.**

The purpose of this work is to act as a resource to assist in implementation of student outcomes assessment or support of institutional effectiveness activities within the academic departments of an institution. As the authors note, this resource is meant for readers who do not have the time to “reinvent the assessment wheel” and therefore provides clear formats and descriptions for departmental implementation. (7 copies)

In Office of Assessment

- **Nichols, James O. and Nichols, Karen W. *A Roadmap for Improvement of Student Learning and Support Services Through Assessment*. New York: Agathon Press, 1995, 2005.**

Replaces A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation.

LB2331.63.N55 2005

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

Outlining the assessment process from beginning to end, this comprehensive resource provides information on developing plans, selecting useful methods and analyzing and reporting results.

LB2366.2.P35 1999

- **Palomba, C.A., and Banta, T.W. *Assessing Student Competence in Accredited Disciplines: Pioneering Approaches to Assessment in Education*. Stylus Publishing, 2001**

The editors of this work present a series of case studies in this work demonstrating how specific disciplines are conducting assessment at various institutions. Intended to present educators with examples of accreditation that can be used to develop and improve their own assessment practices.

LC1072.S73A88 2001

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- **Pope, Raechele, L., Reynolds, Amy L., and Mueller, John A. *Multicultural Competence in Student Affairs*. San Francisco: Jossey-Bass, 2004.**

From Publisher: "Most higher education and student affairs professionals receive little or no training in multicultural issues. In order to be responsible to a culturally diverse student body, education professionals must develop their awareness in recognizing the relevant multicultural issues and applying their knowledge and skills to the challenge of offering relevant services to all students. *Multicultural Competence in Student Affairs* offers a model of core competencies for student affairs practitioners who work with a diverse student body. The book includes illustrative examples of best practices within core competencies such as assessment and evaluation and helps educators understand what it takes to work effectively with students who are culturally diverse."

[LB2343.92P66 2004](#)

- **Ratcliff, James L., Lubinescu, Edward S., and Gaffney, Maureen A., eds. *How Accreditation Influences Assessment*. (New Directions for Higher Learning Series). San Francisco: Jossey-Bass, Number 113, Spring 2001**

Editors have compiled a selection of materials with the goal of making the connection between student learning outcomes and accreditation. Although these essays discuss a variety of topics, the editors suggest that "Two questions unify these chapters: (1) How should student learning outcomes be demonstrated in the accreditation process? and (2) How should assessment information be used to show improvement in programs, services, and student learning?"

[LB2331.6.H49x2001](#)

- **Rockman, Ilene F. and Associates. *Integrating Information Literacy into Higher Education Curriculum: Practical Models for Transformation*. San Francisco: Jossey-Bass, 2004.**

From Publisher: "A must have book for any academic administrator or librarian. Learn how to successfully integrate information competence strategies into various parts of your academic structure, from developing partnerships between librarians and faculty member to assessing students' information competence skills both as undergrads and senior-level students, to promoting information literacy across campus."

[ZA3075.I57 2004](#)

- **Rowley, Daniel James., Sherman, Herbert. *From Strategy to Change: Implementing the Plan in Higher Education*. San Francisco: Jossey-Bass 2001**

From the Publisher: "With clarity and wisdom, Rowley and Sherman reveal which strategies are most appropriate for colleges and universities, how these choices can be effectively implemented, and the challenges that campus leaders are likely to encounter."

[LB2341.R6818 2001](#)

- **Schuh, John H., and Upcraft, M. Lee. *Assessment Practice in Student Affairs: An Applications Manual*. San Francisco: Jossey-Bass, 2001**

Written for practitioners, this revised edition offers expansive overview of assessment as well as focusing in on specific areas, both of classroom and campus assessment. Also provides a Reference complete with an annotated bibliography of assessment tools.

LB2342.92.S35 2001

Table of contents: <http://www.loc.gov/catdir/toc/onix06/00048759.html>

- **Sedlick, William E. *Beyond the Big Test: Noncognitive Assessment in Higher Education*. San Francisco: Jossey-Bass 2004**

From the Publisher: "This groundbreaking book addresses the current controversy over using the SAT and other standardized tests as the main assessment tool for college and university admissions and goes on to show how noncognitive assessment can be used to enhance advising, teaching, and program evaluation."

LB2351.2.S43 2004

- **Stevens, Danelle D. and Levi, Antonia J. *Introduction to Rubrics: An Assessment to Save Grading Time, Convey Effective Feedback and Promote Student Learning*. Stylus Publishing, 2004**

This book provides a basic introduction to rubrics, assuming that the majority of faculties tend not to use rubrics simply due to lack of exposure. The goal of this resource is to provide a definition as well as demonstrating how to construct and use rubrics. The authors intend to provide educators with a valuable time saving device which will allow for objective scoring.

LB3063.S74 2005

- **Strand, Kerry J., et al. *Community-Based Research and Higher Education*. San Francisco: Jossey-Bass, 2003.**

From Publisher: "Delivers concrete guidelines for creating and sustaining partnerships through CBR projects, and it outlines the principles of research design and methods. Learn how to incorporate CBR into curricula and hear about CBR in various campuses and communities."

LC237.C613 2003

- **Suskie, Linda. *Assessing Student Learning: A Common Sense Guide*. Anker Publishing, 2004**

Written for assessment practitioners and faculty, this resource was intended to provide an accessible guide to assessment. This work, which includes a wealth of practical advice, is organized into four sections discussing the following topics: (1) The Rationale behind Assessment; (2) Planning for Assessment; (3) Assessment Tools; (4) Using the Results.

LB2331.S97x2004

- **Suzuki, Lisa A., Ponterotto, Joseph G., and Meller, Paul j., eds. *Handbook of Multicultural Assessment: Second Edition*. San Francisco: Jossey-Bass, 2001**

From Publisher: "This new and revised edition covers significant issues including the major instruments and procedures, cognitive and educational assessment, and cross-cultural sensitivity and ethics. It also includes updated articles from the original contributors as well as entirely new contributions and offers compelling ideas for conducting assessments with minority populations."

BF176.H36 2001

- **Tagg, John. *The Learning Paradigm College*. Anker Publishing, 2003**

In this work, John Tagg addresses the paradigm shift from teacher-centered focus to a learner-centered perspective in higher education.

LB2331.T34x2003

- **Upcraft, M. Lee. *Challenging and Supporting the First Year Student: A Handbook for Improving the First Year of College*. San Francisco: Jossey-Bass, 2005.**

From Publisher: "Written by top experts in the field, this comprehensive volume examines how to effectively deal with first-year college students from both a teaching and learning perspective as well as how best to support them outside of the classroom. Drawing the best talent for each of the topics addresses, this practical book includes four main sections: demographics of first-year students, academic dimensions of the first-year experience, support systems and services, and strategic tailoring of programs and services to institutional type."

LB2343.3.u63 2005

- **U.S. Department of Education, the National Center for Education Statistics. *Defining and Assessing Learning: Exploring Competency-Based Initiatives*, NCES 2002- 159, prepared by Elizabeth A. Jones and Richard A. Voorhess, with Karen Paulson, for the Council of the National Postsecondary Education Cooperative Working Groups on Competency-Based Initiatives. Washington D.C: 2002.**

This work provides a look into the challenges and selection process when establishing a competency-based system.

[LC1032.D446x2002](#)

- **Vella, Jane. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. San Francisco: Jossey-Bass, 2002. Revised Division.**

From Publisher: "Examine twelve major principles of adult education that will help you assess your students' needs, help them feel safe in their learning environment, build strong relationships, and foster teamwork between students in this thoroughly revised edition."

[LC5225.L42 V452002](#)

- **Voorhees, Richard A., ed. *Measuring What Matters: Competency-Based Learning Models in Higher Education*. New Directions for Institutional Research Series. San Francisco: Jossey-Bass. Number 110, Summer 2001**

From Editor: "This volume provides researchers, faculty, and academic administrators with the tools they need to deal effectively with competencies. The techniques found here can help institutions foster the collaborations that are necessary to create competency-based learning models, to report competencies appropriately, and to match programs and curricula to labor markets.

This work is divided into eight essays, including an extensive bibliography in the eighth chapter. This volume also provides a valuable list of web resources."

[LC1031.M43x2001](#)

- **Walvoord, Barbara. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. San Francisco : Jossey-Bass Publishers, 2004.**

This sourcebook, written for all participants in the assessment process, acts as a step-by-step guide in both making assessment cost-effective and useful as well as meeting accreditation guidelines. This guide touches on a variety of topics including everything from the development of workable learning goals to the writing of assessment reports.

[LB2822.75.W35 2004](#)

- **Walvoord, Barbara E. Fassler. *Effective Grading: A Tool for Learning and Assessment*. San Francisco: Jossey-Bass Publishers, 1998.**

With the Foreword by Thomas Angelo, *Effective Grading* "enables faculty to go beyond using grades as isolated artifacts and helps them make classroom grading processes more fair, time-efficient, and conducive to learning." This resource acts as a manual to faculty by providing a guide to effectively evaluate and communicate grading standards. It also includes activities to aide in course planning and grading.

[LB2366.W35 1998*](#)

- **Zachary, Lois J. *The Mentor's Guide: Facilitating Effective Learning Relationships*. San Francisco: Jossey-Bass, 2004**

From Publisher: "In this popular and insightful book, learn how to assess your readiness to become a mentor, establish the relationship, set appropriate goals, monitor progress and achievement, avoid common pitfalls, and bring the relationship to a natural conclusion."

[LB1731.4.Z23 2000](#)

- **Zubizaretta, John. *The Learning Portfolio: Reflective Practice for Improving Student Learning*. Anker Publishing, 2004**

This publication examines the rationale behind the use of learning portfolios as well as guidelines that can be modified to fit unique institutional needs. This guide is divided into four sections: (1) An examination of the value of learning portfolios; (2) Examples of portfolio use; (3) Adaptable examples of learning portfolios; and (4) Resources for the development of resources in different media.

[LB1029.P67 283x 2004](#)

ONLINE JOURNALS / ARTICLES

- **Banta, Trudy, ed. *Assessment Update*. San Francisco: Jossey-Bass.**

Award-winning bimonthly newsletter published by Jossey-Bass.

[Available on Wiley Interscience](#)

- **Donald, Janet G. and Denison, Brian D. "Quality Assessment of University Students: Student Perceptions of Quality Criteria." *The Journal of Higher Education*, Vol. 72, No.4 (Jul-Aug., 2001), pp. 478-502.**

[Available on JSTOR](#)

- **Russell, Terrence R. "Assessing Outcomes of Character-Building Programs: Problems and Prospects." *New Directions for Institutional Research*, no 122, Summer 2004, pp. 105 – 110**

[Available on Wiley InterScience](#)

- **Terenzini, Patrick. "Assessment with Open Eyes: Pitfalls in Studying Student Outcomes." *The Journal of Higher Education*, Vol.60, No.6 (Nov-Dec., 1989), pp. 644-664.**

[Available on JSTOR](#)

- **Umbach, Paul D. "Web Surveys: Best Practices." *New Directions for Institutional Research*, no 121, Spring 2004. pp.23-38**

[Available on Wiley InterScience](#)

Resources Available at the Office of Assessment for Student Learning

Allen, Mary J. and Yen, Wendy M. *Introduction to Measurement Theory*. Long Grove: Waveland Press, 2001.

Introduction to Measurement Theory bridges the gap between texts that offer a mathematically rigorous treatment of the statistical properties of measurement and ones that discuss the topic in a basic, "cookbook" fashion. Without overwhelming novices or boring the more mathematically sophisticated, the authors effectively cover the construction of psychological tests and the interpretation of test scores and scales; critically examine classical true-score theory; and explain theoretical assumptions and modern measurement models, controversies, and developments. Practical applications, examples, and study questions facilitate a better understanding of the uses and limitations of common measures of test reliability and validity and how to perform the basic item analysis necessary for test construction.

ISBN: 157766230X

Bain, Ken. *What the Best College Teachers Do*. Cambridge, Harvard Press, 2004.

What makes a great teacher great? Who are the professors students remember long after graduation? This book, the conclusion of a fifteen-year study of nearly one hundred college teachers in a wide variety of fields and universities, offers valuable answers for all educators.

The short answer is--it's not what teachers do, it's what they understand. Lesson plans and lecture notes matter less than the special way teachers comprehend the subject and value human learning. Whether historians or physicists, in El Paso or St. Paul, the best teachers know their subjects inside and out--but they also know how to engage and challenge students and to provoke impassioned responses. Most of all, they believe two things fervently: that teaching matters and that students can learn.

In stories both humorous and touching, Bain describes examples of ingenuity and compassion, of students' discoveries of new ideas and the depth of their own potential. *What the Best College Teachers Do* is a treasure trove of insight and inspiration for first-year teachers and seasoned educators.

ISBN: 0674013255

Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 1996.

"Engaging Ideas surprised me. I didn't expect to like it, but I really did. I didn't expect to find so much in it that would cause me to pause and reflect on my own practices as a teacher, but this is exactly what happened repeatedly. I didn't expect to find the writing so sprightly an attention-holding, but it was. And I didn't expect that I would decide to change the nature of the writing assignments I give students as a result of this book, but I have....An excellent resource for faculty across all disciplines who long for ways of improving student writing and thinking skills." —Howard B. Altman, director, Linguistics Program, University of Louisville Engaging Ideas is a practical nuts-and-bolts guide for teachers from any discipline who want to design interest-provoking writing and critical thinking activities and incorporate them into their courses in a way that encourages inquiry, exploration, discussion, and debate. The book also shows how writing can easily be integrated with such other critical thinking activities as inquiry discussions, simulation games, classroom debates, interactive lectures, and more—helping transform students from passive to active learners.

ISBN: 0787902039

Brookfield, Stephen D. *Developing Critical Thinkers Challenging Adults to Explore Alternative Ways of Thinking and Acting*. San Francisco, Jossey-Bass, 1987.

This award-winning book offers a practical, straightforward guide to helping adults develop their critical thinking skills in four key arenas of adult life: in their personal relationships, in their workplaces, in their political involvements, and in their responses to the media.

ISBN: 1555423566

Brookfield, Stephen D. *The Skillful Teacher Brookfield*. San Francisco, Jossey-Bass, 2006.

In this second edition of the book that has become a classic in the field, award-winning author Stephen D. Brookfield offers inspiration and down-to-earth advice to new and seasoned teachers. *The Skillful Teacher* is a comprehensive guide that shows how to thrive on the unpredictability and diversity of classroom life and includes insights developed from the hundreds of workshops conducted by the author. This new edition also reflects the many changes that have come about in the decade since the book was first published and includes new chapters that deal with emerging topics such as classroom diversity and teaching in online learning environments.

ISBN: 0787980668

Comeaux, Patricia (Editor) *Assessing Online Learning*. San Francisco, Anker Publishing, 2005.

Assessing Online Learning offers an assortment of tools and strategies for evaluating learning and instructional design in online classrooms. Conceptual and pragmatic, this book addresses the salient issues of assessment and offers a variety of assessment tools and strategies for online classrooms and programs, such as self-assessment tools for students to evaluate their progress toward their final products, instruments in which teams can evaluate their progress and contributions, and specific tools and strategies for assessing students' critical thinking and writing skills in electronic discussion boards and in similar reflective writing environments.

With its multidisciplinary, comprehensive approach, this book will be of interest to faculty, administrators, scholars, and researchers in higher education, and to anyone interested in the particular needs and challenges of assessment in online instruction and its integral role in learning.

ISBN: 1882982770

Grant Haworth, Jennifer and Conrad, Clifton F. *Emblems of Quality in Higher Education: Developing and Sustaining High-Quality Programs*. Needham Heights, Allyn and Bacon, 1996.

Offering a comprehensive, clearly articulated theory of quality in higher education, *Emblems of Quality in Higher Education: Developing and Sustaining High-Quality Programs* focuses on the attributes of academic programs that result in high levels of improvement in student learning. In addition to combing the research literature, the authors incorporated interviews with 781 students, faculty, and administrators in a broad range of academic and professional disciplines at a wide variety of colleges and universities. Their goal was to determine the factors that consistently foster excellence and result in positive learning experiences for students. In the course of their investigation they identified seventeen specific factors, which are described here along with the actions taken by administrators, faculty, and students to create an environment in which educational excellence thrives. The book is organized around one central idea: that student learning is the focal point of a high quality undergraduate or graduate program, and that program quality is a result of student, faculty, and administrative engagement in teaching and learning. To help those involved in evaluating and improving academic programs, the authors have grouped specific quality characteristics into five

clusters of attributes and provided a template to show how these attributes might be implemented in other programs.

ISBN: 9780205195466

Leedy, Paul D. and Ormrod, Jeanne Ellis. *Practical Research: Planning and Design*. Columbus, Pearson, 2005.

Written in uncommonly engaging, lucid, and elegant prose, this text is an "understand-it-yourself, do-it-yourself" manual designed to help research students in any discipline understand the fundamental structure of quality research and the methodical process that leads to genuinely significant results. It guides the reader, step-by-step, from the selection of a problem to study, through the process of conducting authentic research, to the preparation of a completed report, with practical suggestions based on a solid theoretical framework and sound pedagogy. Suited for the core text in any introductory research course or even for self-instruction, this text will show students two things: 1) that quality research demands planning and design; and, 2) how their own research projects can be executed effectively and professionally.

ISBN: 0131108956

Mentkowski, Marcia & Associates. *Learning That Lasts*. San Francisco, Jossey-Bass, 2000.

Today's colleges and universities face increasing pressure to develop programs and curricula that will teach students how to handle life's unexpected challenges. *Learning That Lasts* explores what it means for learners to transform themselves and for educators to foster essential skills for learning, leading, teamwork, and adapting with integrity in college and beyond. The authors draw from two decades of longitudinal studies on student learning in the acclaimed curriculum at Alverno College--and on leading educational theories--to present a theory of deep and durable learning. They include practical strategies for enabling students to cultivate integrative and expansive capabilities across a lifetime. They also draw on their own and other colleges' experiences to develop concrete suggestions for how faculty and academic staff can work together to forge effective curricula, design innovative programs, implement key institutional goals, and renegotiate the college culture.

ISBN: 0787944823

Mezeske, Richard J. and Mezeske, Barbara, A. (Editors). *Beyond Tests and Quizzes Creative Assessments in the College Classroom*. San Francisco, Jossey-Bass, 2007.

Because the drive toward external assessment speaks almost exclusively in terms of standardized testing, we need to be reminded of the internal purposes of assessment: measuring learning for both student and teacher so that instruction can be adjusted and improved. This book is written for college instructors who are striving to creatively change assessment practice to better reflect learner-centered teaching. It is intended to consider not only the multiple ways in which individuals learn content, but also the multiple avenues to assessment the variety of learning styles demands.

ISBN: 9780470180839

McKeachie, Wilbert J. *Teaching Tips*. Houghton Mifflin, 1999.

McKeachie's Teaching Tips is a handbook designed to provide helpful strategies for dealing with both the everyday problems of teaching at the university level, and those that pop up in trying to maximize learning for every student. The suggested strategies are supported by research and are grounded in enough theory to enable teachers to adapt them to their own situations. The author does not suggest a

"set of recipes" to be followed mechanically, but gives teachers the tools they need to deal with the ever changing dynamics of teaching and learning.

ISBN: 0395903459

Nichols, James O. and Nichols, Karen W. *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness (Third Edition)*. Edison, Agathon Press, 1991.

Dr. Nichols provides a good overview of the assessment process in this book. It follows on his several others. Most important: This book has sample assessment records in it - thus it is excellent for those trying to set-up an assessment program in their department.

ISBN: 0875861296

Nilson, Linda B. *The Graphic Syllabus and the Outcomes Map: Communicating Your Course*. San Francisco, Wiley, 2007.

This book shows college instructors how to communicate their course organization to students in a graphic syllabus a one-page diagram, flowchart, or concept map of the topical organization and an outcomes map a one-page flowchart of the sequence of student learning objectives and outcomes from the foundational through the mediating to the ultimate. It also documents the positive impact that graphics have on student learning and cautions readers about common errors in designing graphic syllabi.

ISBN: 9780470180853

Palomba, Catherine A., and Banta, Trudy W. *Assessment Essentials*. San Francisco, Jossey-Bass, 1999.

This step-by-step guide provides the most current practices for developing assessment programs on college and university campuses. *Assessment Essentials* outlines the assessment process from the first to the last step and is filled with illustrative examples to show how assessment is accomplished on today's academic campuses. It is especially useful for faculty members and others who may be new to the assessment process. In clear, accessible language, Palomba and Banta describe effective assessment programs and offer a thorough review of the most up-to-date practices in the field.

ISBN: 0787941808

Pascarella, Ernest T. and Terenzini, Patrick T. *How College Affects Students (Volume 2)*. San Francisco, Jossey-Bass, 2005.

This is the long-awaited second volume of Pascarella and Terenzini's 1991 award-winning review of the research on the impacts of college on students. The authors review their earlier findings and then synthesize what has been learned since 1990 about college's influences on students' learning. The book also discusses the implications of the findings for research, practice, and public policy. This authoritative and comprehensive analysis of the literature on college-impact is required reading for anyone interested in higher education practice, policy, and promise%faculty, administrators, researchers, policy analysts, and decision-makers at every level.

ISBN: 9780787910440

Stevens, Dannelle E. and Levi, Antonia J. *Introduction to Rubrics*. Sterling, Stylus Publishing, 2005.

Research shows that rubrics save professors' time while conveying meaningful and timely feedback for students, and promoting self-regulated and independent learning. The reason rubrics are little used in higher education is that few faculty members have been exposed to their use. 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 for anyone starting out to integrate rubrics in their teaching.

ISBN: 1579221157

Walvoord, Barbara, E. *Assessment Clear and Simple*. San Francisco, Jossey-bass, 2004.

Assessment Clear and Simple is "Assessment 101" in a book--a concise and 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.

ISBN: 0787973114

Wehlburg, Catherine, M. *Meaningful Course Revision*. Boston, Anker Publishing, 2006.

Faculty often make course changes based on reasons other than data. Intuition or student comments and satisfaction may be important guides, but they don't tell how much a student is learning or whether that learning transfers to other courses. This book makes the case for the use of multiple, direct measures of student learning outcomes data to enhance course development and guide meaningful course revision and decision-making. Focusing on student learning as the reason for course revision is essential. *Meaningful Course Revision* is a practical guide for collecting information about how well students are reaching your course goals, learning what impact your changes are having on student learning, and putting your courses into a cycle of continual revision and improvement. It will also benefit your students and keep your teaching interesting, fresh, and enjoyable.

ISBN: 1933371056

Wehlburg, Catherine M. *Promoting Integrated and Transformative Assessment*. San Francisco, Jossey-Bass, 2005.

Assessment plays a key role in institutions of higher education. However, many colleges and universities simply add their assessment plans onto other teaching, learning, service, and research activities in order to prepare for an impending accreditation visit. In this important resource, Catherine M. Wehlburg outlines an integrated and ongoing system for assessment that both prepares for an accreditation visit and truly enhances student learning. This innovative approach can be adapted for use in a wide variety of situations to transform a department or an entire institution.

ISBN: 9780470261354

West, James A. and West, Margaret L. *Using Wikis for Online Collaboration*. San Francisco, Jossey-Bass, 2009.

How can online instructors and course designers' instruction harness the popular Web 2.0 tool, the wiki, for successful collaboration and learning outcomes? This book focuses on using wikis in the active

learning processes that are the hallmark of collaborative learning and constructivism. It provides both the pedagogical background and practical guidelines, tools, and processes for accomplishing these goals with special emphasis on wikis and other collaborative design tools. This book supports the effective design and delivery of online courses through the integration of collaborative writing and design activities.

ISBN: 9780470433333

Williams, Anna Graf, and Hall, Karen J. *Career Portfolio: At a Glance Guide for Students(Second Edition)*. Upper Saddle River, Pearson Education, 2001.

For courses in Career Planning, Career Development, Employment/Job Search; Intro courses where students will begin to compile projects and work samples to show skills; and Senior Seminar/Capstone Courses where advanced students are preparing to enter the workplace. Designed to assist students in pulling together their skills and competencies, this innovative, easy-to-read guidebook provides detailed instructions for planning, assembling, and using a personal Career Portfolio for a job search or promotion. It shows students how to tie together and "package" their work class project, professional development, and personal experiences to help "sell themselves" in the job market.

ISBN: 0130908517
