
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

• R
e
p
l
a
c
e
s

A

P
r
a
c
t
i
t
i
o
n
e
r
,
s

H
a
n
d
b
o
o
k

f

- **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](#)