

Assessment Resource List

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*Demystifying Assessment:
Engaging Faculty with Fundamental Assessment Practices
for Quality Enhancement*

Established books on assessment that unlocked the “secrets of assessment” for me. I’ve annotated the list by tweaking or supplementing the publishers’ descriptions of the text:

Wiggins, Grant, and Jay McTighe. *Understanding by Design. Expanded 2nd Ed.* USA: Association for Supervision and Curriculum Development, 2005. The book explains the principles of backward design as an alternative to coverage and activity-oriented plans. This approach brings more focus and coherence to instruction and curricular design, and fosters alignment. This was created for alignment at K-12 level, but is relevant for all teaching contexts.

Angelo, Thomas A. and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers. 2nd ed.* San Francisco: Jossey-Bas, 2003. This is *the* sourcebook for methods to find out what your students are thinking, what they understand and what they don’t, and what they feeling and thinking about the learning process. These assessment tools also promote active learning and are highly adaptable to a variety of teaching contexts.

Walvoord, Barbara E. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education. 2nd Ed.* San Francisco: Jossey-Bass, 2010. This book provides a concise, step-by-step guide for the assessment process. This practical book provides cost-efficient and useful tools that help educators fulfill requirements of accreditation agencies, legislatures, review boards for successful assessment. The book includes a basic overview of assessment, as well as specific approaches for institution-wide planners, departments and programs, and those focused on general education.

Walvoord, Barbara E., and Virginia Johnson Anderson. *Effective Grading: A Tool For Learning and Assessment. 2nd Ed.* San Francisco: Jossey-Bass, 2009. This new edition of the classic book has been thoroughly updated and revised with the latest research. The book offers a hands-on guide for evaluating student work and examines the link between teaching and grading. The authors show how to integrate the grading process with course objectives and offer a wealth of information about student learning.

SACS-COC presentations and articles I found particularly enlightening when it comes to thinking about assessment and reporting to SACS:

Rogers, Gloria. “**Best Practices in Assessing Student Learning.**” 2011 SACS-COC Summer Institute on Quality Enhancement and Accreditation.

http://www.sacscoc.org/institute11/Plenary/Rogers-Handouts_Summer%20Institute%202011.pdf

Seybert, Jeffery. **“Creating and Working Within a Culture of Evidence OR Making Decisions Using a Culture of Evidence Rather than a Culture of Anecdote.”** 2011 SACS-COC Summer Institute on Quality Enhancement and Accreditation.

<http://www.sacscoc.org/institute11/Monday/seibert-IUPUI.Culture.of.Evidence.1010.pdf>

Baird, Crystal, and Sheeley, Steve. **“The Fifth-Year Interim Report.”** 2011 SACS-COC Summer Institute on Quality Enhancement and Accreditation.

<http://www.sacscoc.org/institute11/Plenary/baird-The%20Fifth-Year%20Interim%20Report.pdf>

Jackson, Rudolf. **“What Makes a Successful QEP in Relation to Student Learning Outcomes.”**

<http://www.sacscoc.org/staff/rjackson/Jackson%20Excerpt.Governance%20Seminar.June%202010.pdf>