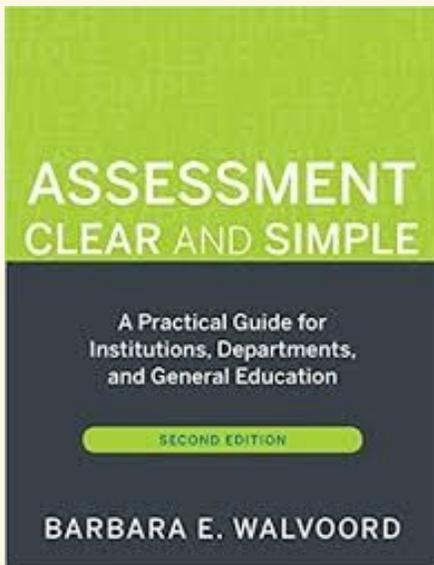
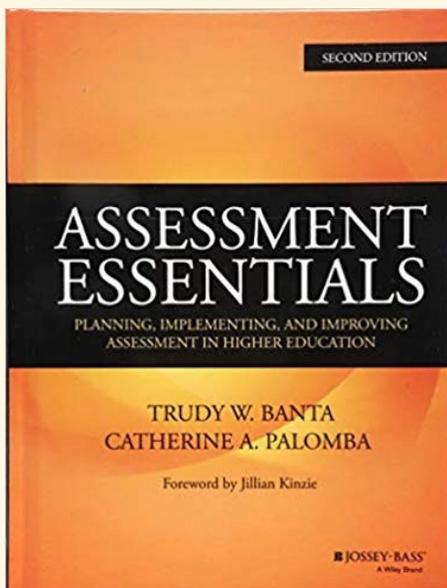


Assessing Student Learning provides guidance on making assessment useful and building a culture in which assessment is used to inform important decisions. Additional topics include a discussion of the many settings of assessment (including co-curricular); synthesizing evidence of student learning into an overall picture of an integrated learning experience; curriculum design; assessing the hard-to-assess; organizing assessment processes; rubric design; and setting standards and targets.



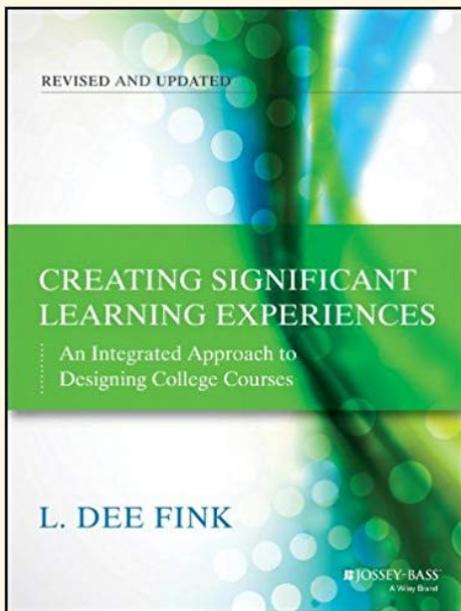
Assessment Clear and Simple is a concise, step-by-step guide for the assessment process. This practical book provides cost-efficient and useful tools that fulfill the requirements of accreditation agencies, legislatures, and review boards to ensure a simple, successful assessment process. Walvoord explores planning, budgeting, and changes in curriculum, pedagogy, and programming. The new edition addresses using standardized tests, portfolios, and e-portfolios for the assessment process, and includes new institution-wide planning tools developed by the author for anyone in higher education.

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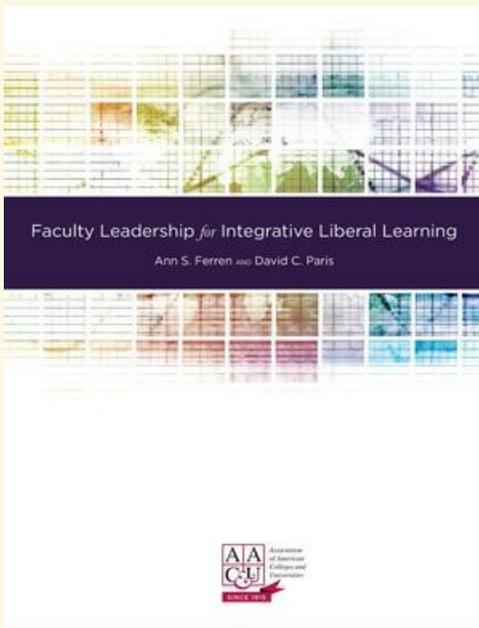
Banta and Palomba draw on research, standards, and best practices to address the timeliest issues in higher education accountability. Topics covered include outcomes assessment; direct and indirect assessment methods; using electronic portfolios in assessment; rubrics and course-embedded assessment; assessment in student affairs; and assessing institutional effectiveness. It will guide you through the process of developing an assessment program, from the research and planning phase to implementation and beyond, with more than 100 examples along the way.

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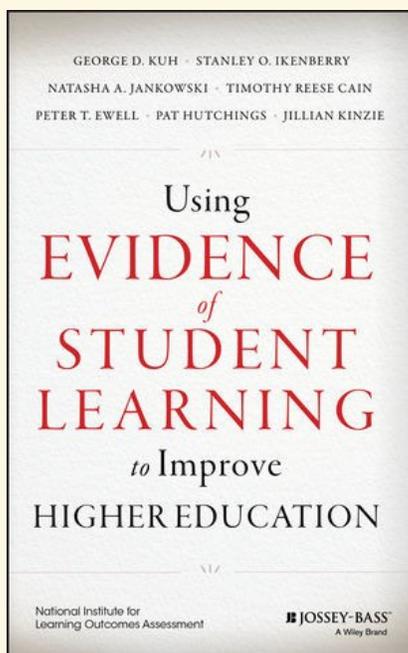


Fink discusses new research on how people learn, active learning, and the impact of student engagement on student learning. The book explores the changes in higher education and adds strategies for dealing with student resistance to innovative teaching. It provides conceptual and procedural tools to use when designing instruction. It shows how to use a taxonomy of significant learning and systematically combine the best research-based practices for learning-centered teaching. Acquiring a deeper understanding of the design process will empower teachers to creatively design courses that will result in significant learning for students.

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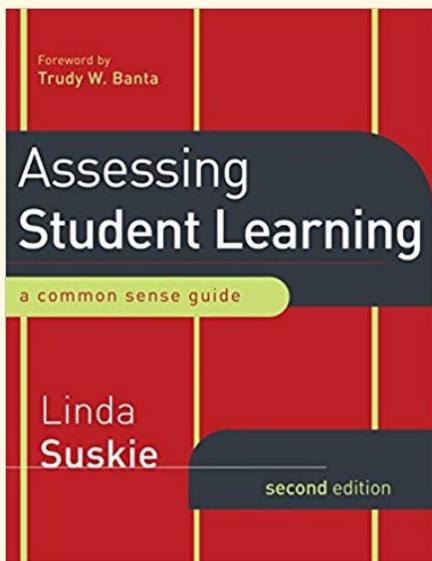


Faculty Leadership for Integrative Liberal Learning articulates a set of principles and practices to guide integrative liberal learning for today's students. The overlapping principles reflect a more holistic concept of undergraduate education that focuses on student empowerment and self-development; intentionally integrated learning opportunities and experiences; and greater clarity and transparency of learning outcomes for students, faculty, and other stakeholders. The publication aims to elucidate the value and use of integrative liberal learning and the best pedagogical and faculty leadership practices to prepare students for applying their learning to complex challenges in life, career, and citizenship.



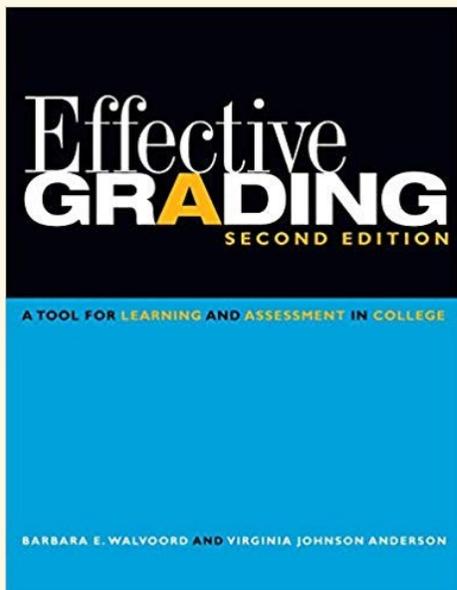
From scholars at NILOA, Using Evidence of Student Learning presents a reframed conception and approach to student learning outcomes assessment. The authors explain why it is counterproductive to examine evidence of student accomplishment as primarily a compliance activity. Instead, they demonstrate how evidence about student learning should be obtained and used to inform efforts to improve teaching, learning, and decision-making. Use this book to understand how and why student learning outcomes assessment can enhance student accomplishment and increase institutional effectiveness; shift the view of assessment from being externally driven to internally motivate; learn how assessment results can help inform decision-making; and use assessment data to manage change and improve student success.

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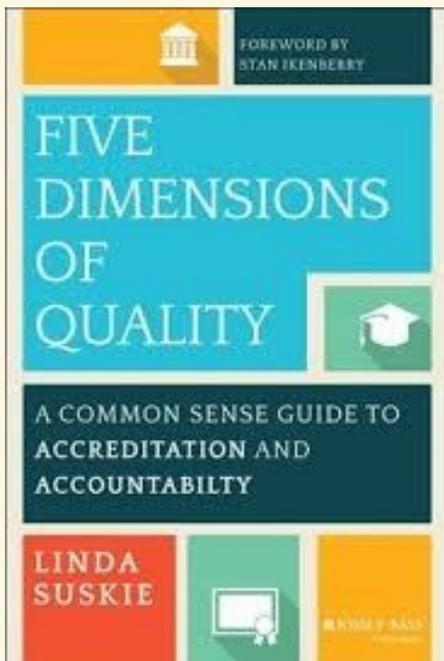
Assessing Student Learning is the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions. Topics include promoting an assessment culture, characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision making.

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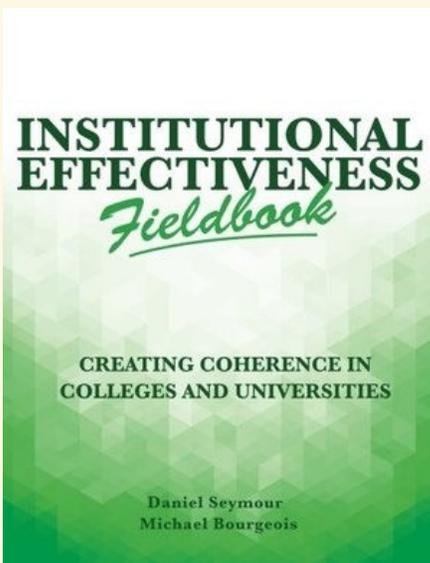
Effective Grading offers a hands-on guide for evaluating student work and examines the link between teaching and grading. The authors show how to integrate the grading process with course objectives and addresses the integration of technology and online teaching. Topics include clarifying goals, fostering healthy motivation, establishing criteria and standards for grading, managing time for teaching, making grading more time-efficient, calculating course grades, as well as using the grading process to improve teaching.

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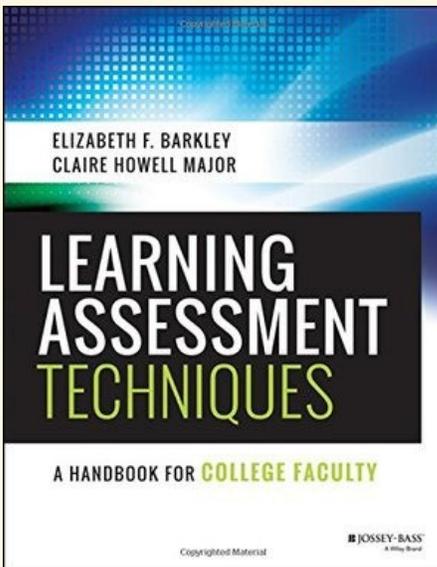


For those wading through the accreditation process, Suskie offers expert guidance on understanding the underlying principles of the expectations of accrediting bodies. Using the model presented here, universities can understand what they need to do to earn and maintain their regional accreditation as well as improve overall institutional quality for their students. You'll be able to identify ways to improve institutional quality, demonstrate the quality of your institution to internal and external constituents, and avoid wasting time and energy on misguided institutional processes to comply with accreditation requirements.

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The focus of Institutional Effectiveness (IE) is on “creating coherence” or developing an approach that leads to greater interdependency, greater coordination, and more information flow. The book begins with an explanation of IE and the environmental imperatives that suggest why it is critical to higher education. Systems thinking, organizational design, and model building are the core chapters followed by a chapter on challenges to the IE imperative. Extensive case studies are used in each chapter as well as “Questions to Ask” sections.



Learning Assessment Techniques provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning, it embeds assessment within active learning activities. Each technique features: purpose and use, key learning goals, step-by-step implementation, online adaptation, analysis and reporting, and concrete examples in both on-site and online environments. Learning Assessment Techniques provides a practical framework for seamlessly integrating teaching, learning, and assessment.

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