



ASHE Reader Series

ASSESSMENT AND
PROGRAM EVALUATION

Second Edition



Edited by
Wynetta Y. Lee

Assessment And Program Evaluation An Ashe Reader

**Marvin W. Peterson, Association for
the Study of Higher Education**



Assessment And Program Evaluation An Ashe Reader:

Assessment and Program Evaluation Wynetta Y. Lee, 2003 This edition of the Assessment Evaluation reader is designed to serve as an instructional text a useful desk reference and a foundation for scholarly discussion regarding assessment and evaluation This volume presents readings considered to be classics as well as documents considered to be cutting edge ideas for the future of assessment and evaluation The publications selected for this edition has both seasoned authors who pioneered the field and authors who are likely to be well known authorities in assessment and evaluation in the near future The reader consists of five major sections each beginning with a brief introduction that sets the stage for the section The first section of the volume addresses conceptual issues relating to evaluation and assessment Additional sections address assessment and evaluation issues regarding a administration and institutional performance b teaching and learning c student performance and outcomes and d measurement issues Features include Publications address current issues prevailing practice and emerging trends in assessment and evaluation Issues of diversity in assessment and evaluation are presented from pedagogical and measurement perspectives Recommended readings are presented as a means of enhancing independent learning on assessment and evaluation The end of each section has questions for reflection and discussion

ASHE Reader on Planning and Institutional Research Marvin W. Peterson, Association for the Study of Higher Education, 1999 This reader is designed for higher education programs and for institutions with planning and or institutional research offices or staff that have a need for professional training and development The articles in the reader were selected from a diverse range of sources that represent a wealth of well know and respected scholars and practitioners in the field Most of the selections were chosen for their significance as research based conceptual or synthesis literature The reader s editors have provided a well rounded coverage which reflects the broad current models and approaches to planning and the roles of institutional research In addition an extensive and up to date Other Resources section includes Related Higher Education Reference Books and Related Publication as well as descriptions of relevant Data Base Resources Periodic Data Reports and Related Professional Associations Features include Offers comprehensive coverage in the field of planning and institutional research Addresses significant and substantive issues Presents a well focused overview on planning and instructional research in the introduction Contains useful selections for in service and professional development Selections were chosen through an extensive literature search and review primarily from higher education literature Provides extensive information on other related resources Includes a special section on Using the Internet *Assessing Competence in Professional Performance across Disciplines and Professions* Paul F. Wimmers, Marcia Mentkowski, 2016-04-19 This book examines the challenges of cross professional comparisons and proposes new forms of performance assessment to be used in professions education It addresses how complex issues are learned and assessed across and within different disciplines and professions in order to move the process of performance assessment for learning to the next level In order to be better

equipped to cope with increasing complexity change and diversity in professional education and performance assessment administrators and educators will engage in crucial systems thinking The main question discussed by the book is how the required competence in the performance of students can be assessed during their professional education at both undergraduate and graduate levels To answer this question the book identifies unresolved issues and clarifies conceptual elements for performance assessment It reviews the development of constructs that cross disciplines and professions such as critical thinking clinical reasoning and problem solving It discusses what it means to instruct and assess students within their own domain of study and across various roles in multiple contexts but also what it means to instruct and assess students across domains of study in order to judge integration and transfer of learning outcomes Finally the book examines what it takes for administrators and educators to develop competence in assessment such as reliably judging student work in relation to criteria from multiple sources the co editors of this volume Marcia Mentkowski and Paul F Wimmers are associated with two institutions whose characters are so intimately associated with the insight that assessment must be integrated with curriculum and instructional program if it is to become a powerful influence on the educational process Lee Shulman Stanford University

Foundations of Assessment Joseph D. Levy, Natasha A. Jankowski, 2025-08-18 This book unpacks the philosophies and theories behind assessment and builds upon that foundation with practical how to guidance for effective practice Renowned assessment experts Levy and Jankowski thoughtfully explore assessment across both academic and student affairs highlighting equitable strategies throughout to demonstrate the transformative potential of assessment to enhance student learning outcomes support institutional decision making and ensure continuous quality improvement in higher education With insights drawn from extensive research and work with over 300 institutions this text prepares graduate students and practitioners to make informed choices around assessment

Striving for Excellence, 2000 Each vol a compilation of ERIC digests

The National Education Priorities of the President and the U.S. Department of Education, Striving for Excellence, Volume IV: 2000, 2000

Shaping the College Curriculum Lisa R. Lattuca, Joan S. Stark, 2011-01-11 Shaping the College Curriculum focuses on curriculum development as an important decision making process in colleges and universities The authors define curriculum as an academic plan developed in a historical social and political context They identify eight curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning This revised edition continues to stress research based educational practices The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions All chapters have been updated with recent research findings relevant to curriculum leadership accreditation assessment and the influence of academic fields while two new chapters focus directly on learning research

and its implications for instructional practice A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements Streamlined yet still comprehensive and detailed this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning designing delivering evaluating and studying curricula in higher education This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will The book brings coherence and intention to what is typically an unstructured haphazard and only partially rational process guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University

Student Affairs Research, Evaluation, and Assessment: Structure and Practice in an Era of Change Gary D.

Malaney,1999-04-13 Representing the most major effort to date to examine the student affairs research office this issue of New Directions for Student Services shows how this research can enhance and support the work of the student services staff and the campus at large The contributors describe how student affairs and faculty can collaborate to create an agenda for student related research review technological aids for collecting and analyzing data and discuss how student affairs researchers can make their role more vital to the campus by expanding into policy analysis and information brokering The volume also reports the results of a national study of thirty five centralized student affairs research offices including information on the types of research they have conducted and how institutional reorganization has impacted their research missions This is the 85th issue of the quarterly journal New Directions for Student Services *Academic and Student Affairs in Collaboration* Mitchell A. Levy,Bernard A. Polnariev,2016-06-10 Academic and Student Affairs in Collaboration provides a comprehensive and evidenced based understanding of the partnerships necessary to achieve an institutional culture devoted to student success Chapter authors explore how to design implement and assess collaborative efforts between student and academic affairs in support of increased student success This book provides best practices for fostering and enhancing campus dialogue career development pathways academic support services and other important initiatives to increase retention and learning outcomes improve motivation and goal attainment and enhance institutional accountability This book is a must read for scholars faculty leaders and practitioners in Student Affairs and Higher Education interested in achieving student success at their universities and colleges **National Business Education Association Yearbook ,2000**

ASHE Reader on Academic Programs in Colleges and Universities Clifton Conrad,1985 **Resources in Education** ,1997-07 **Learner-centered Assessment on College Campuses** Mary E. Huba,Jann E. Freed,2000 This resource is a well constructed introduction to learner centered assessment complete with practical ready to implement assessment techniques Designed to bring you up to speed quickly the book is grounded in the principles of constructivist learning theory and continuous improvement It helps you to connect with what you already know about assessment integrate that knowledge with new information and try new approaches to enhance your students learning You see clearly what it means to shift from a teacher centered paradigm of instruction to a learner centered paradigm BOOK JACKET **ASHE Reader on Organization and Governance in Higher Education** Marvin W. Peterson,1986 **Bridging the Gap** Barbara Jean Kelberer,2002 **Resources in education** ,1992-07 Higher Education: Handbook of Theory and Research 15 J.C. Smart,2000-05-31 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Community College Review ,1973 African American Culture and Heritage in Higher Education Research and Practice Kassie Freeman,1998-11-24 Leading African American scholars examine the often neglected cultural context in research and policy development in African American higher education in this collection of essays Past research has most often been conducted by individuals unfamiliar with the historical and cultural considerations of specific ethnic groups Therefore the outcomes of research and the development of programs have been based on deficit models that is what is wrong with African Americans or what they cannot achieve The book examines the questions what is the relationship between African Americans culture and experiences and how should their culture be integrated into research and practice How do African Americans intra and interrelations differ in higher education How does understanding African American culture as it relates to higher education research enhance policy making and practice What role do HBUCs play in African Americans participation in higher education What are the policy and practice implications of past and current research Scholars and practitioners of education culture and race relations will find this collection informative and interesting **The History of Higher Education** Harold S. Wechsler,Lester F. Goodchild,Linda Eisenmann,2007

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