

# Assessment Matters in Higher Education

Choosing and Using  
Diverse Approaches

edited by  
Sally Brown and  
Angela Glasner

# Assessment Matters In Higher Education

**Alexander W. Astin, Anthony Lising  
Antonio**

## **Assessment Matters In Higher Education:**

Assessment Matters In Higher Education Brown, Sally, Glasner, Angela, 1999-02-01 Assessment really does matter in higher education Internationally academics and those who support them are seeking better ways to assess students recognizing that diverse methods are available which may solve many of the problems associated with the evaluation of learning Assessment Matters in Higher Education provides both theoretical perspectives and pragmatic advice on how to conduct effective assessment It draws clearly on both relevant research and on its contributors practical first hand experience warts and all It asks for example how can assessment methods best become an integral part of learning what strategies can be used to make assessment fairer more consistent and more efficient how effective are innovative approaches to assessment and in what contexts do they prosper to what extent can students become involved in their own assessment how can we best assess learning in professional practice contexts This is an important resource for all academics and academic managers involved in assessing their students Assessment Matters in Higher Education Sally Brown, Angela Glasner, 1999 **Higher Education Assessments** Gary L. Kramer, Randy L. Swing, 2010-10-16 Higher Education Assessments Leadership Matters reflects the work of a select group of researchers scholars and practitioners in higher education assessment with the goal of identifying strategies that assist senior campus leaders as they respond to the challenges of a changing economic landscape and political climate The contributors experts in the field bring to the forefront key issues relevant to advancing assessments in higher education principles that culminate in improving student learning and development Kramer and Swing provide a tool for presidents vice presidents provosts and deans to determine which areas of assessment matter most in their institutions and how they can measure progress in aligning claims with outcomes The contributors deftly address assessment in student affairs documentation of student learning student engagement to bridge learner outcomes assessment in the disciplines assessments that can transform a culture and putting students first as partners in the learning enterprise In doing so they have focused on what a campus president and his or her team need to know and do to lead assessment successfully on campus and as they set the tone for and facilitate institutional assessments

Assessment Matters in Higher Education Sally Brown, Angela Glasner, 1999-02-16 Assessment really does matter in higher education Internationally academics and those who support them are seeking better ways to assess students recognizing that diverse methods are available which may solve many of the problems associated with the evaluation of learning Assessment Matters in Higher Education provides both theoretical perspectives and pragmatic advice on how to conduct effective assessment It draws clearly on both relevant research and on its contributors practical first hand experience warts and all It asks for example how can assessment methods best become an integral part of learning what strategies can be used to make assessment fairer more consistent and more efficient how effective are innovative approaches to assessment and in what contexts do they prosper to what extent can students become involved in their own assessment

how can we best assess learning in professional practice contexts This is an important resource for all academics and academic managers involved in assessing their students *Assessment Matters* Berry M. O'Donovan,2018 **Assessment Essentials** Trudy W. Banta,Catherine A. Palomba,2014-09-09 A comprehensive expansion to the essential higher education assessment text This second edition of *Assessment Essentials* updates the bestselling first edition the go to resource on outcomes assessment in higher education In this thoroughly revised edition you will find in a familiar framework nearly all new material examples from more than 100 campuses and indispensable descriptions of direct and indirect assessment methods that have helped to educate faculty staff and students about assessment Outcomes assessment is of increasing importance in higher education especially as new technologies and policy proposals spotlight performance based success measures Leading authorities Trudy Banta and Catherine Palomba draw on research standards and best practices to address the timeless and timeliest issues in higher education accountability New topics include Using electronic portfolios in assessment Rubrics and course embedded assessment Assessment in student affairs Assessing institutional effectiveness As always the step by step approach of *Assessment Essentials* 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 Assessment data are increasingly being used to guide everything from funding to hiring to curriculum decisions and all faculty and staff will need to know how to use them effectively Perfect for anyone new to the assessment process as well as for the growing number of assessment professionals this expanded edition of *Assessment Essentials* will be an essential resource on every college campus **Assessment Matters** Berry M. O'Donovan,2018 **Assessment, Learning and Judgement in Higher Education** Gordon Joughin,2008-12-11 There has been a remarkable growth of interest in the assessment of student learning and its relation to the process of learning in higher education over the past ten years This interest has been expressed in various ways through large scale research projects international conferences the development of principles of assessment that supports learning a growing awareness of the role of feedback as an integral part of the learning process and the publication of exemplary assessment practices At the same time more limited attention has been given to the underlying nature of assessment to the concerns that arise when assessment is construed as a measurement process and to the role of judgement in evaluating the quality of students work It is now timely to take stock of some of the critical concepts that underpin our understanding of the multifarious relationships between assessment and learning and to explicate the nature of assessment as judgement Despite the recent growth in interest noted above assessment in higher education remains under conceptualized This book seeks to make a significant contribution to conceptualizing key aspects of assessment learning and judgement **Assessment in Higher Education** Samuel J. Messick,2013-12-16 *Assessment in Higher Education* brings together in one place most of the major issues confronting higher education in the 1990s These include enhancing student access development and success in higher education transforming admissions testing to meet

expanding educational needs resolving the politics of accountability by assessing quality outcomes of higher education assuring fair assessment responsive to human diversity and facing the technological future of higher education An integrative thread that weaves through all of these issues is the concept of equity especially as it bears on social justice in education and on fairness in assessment Another integrative thread is the role of computer and multimedia technology not only in improving the efficiency and power of all the functions of higher education assessment but also in revolutionizing the delivery of higher education itself

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Trends in Assessment Stephen P. Hundley,Caleb J. Keith,2023-10-13 Informed in part by sessions at the Assessment Institute in Indianapolis the oldest and largest U S event focused on assessing and improving higher education this second edition of Trends in Assessment is intended to encapsulate lessons learned from the recent past reflect the current state and inspire future directions for higher education assessment Throughout the volume organizers of the Assessment Institute contribute chapters framed around some of the major topics tracks and themes from the annual program Each chapter provides important background and context with attention to the significance of the topic describes current and enduring trends and offers ideas about emerging trends and their implications for higher education Chapters conclude with a summary of the main trends and questions for consideration and discussion The volume is also influenced by the work of key Assessment Institute national level partners along with the substantial bodies of literature on student learning and development assessment and improvement and higher education administration This book provides readers with information strategies and resources on assessment concepts and approaches across a broad and diverse mix of disciplines institutional and organizational types and levels of experience in higher education assessment Designed to be incorporated into workshops professional development programs and courses faculty and staff members educational developers student affairs practitioners and graduate students of higher education administration will find the ideas and information presented in Trends in Assessment a useful resource on assessment and improvement in contemporary higher education

**Assessment in Higher Education** Clifford Adelman,1986

**Scaling up Assessment for Learning in Higher Education** David Carless,Susan M. Bridges,Cecilia Ka Yuk Chan,Rick Glofcheski,2016-12-29 A critical issue in higher education is the effective

implementation of assessment with the core purpose of promoting productive student learning This edited collection provides a state of the art discussion of recent cutting edge work into assessment for learning in higher education It introduces a new theme of scaling up which will be welcomed by theorists researchers curriculum leaders and university teachers and showcases the work of leading figures from Australia England continental Europe and Hong Kong The work illuminates four key elements 1 Enabling assessment change 2 Assessment for learning strategies and implementation 3 Feedback for learning 4 Using technology to facilitate assessment for learning Solidly research based and carrying important implications for enhanced practice in assessment for learning at the university level it is a must read for academic developers researchers university teachers academic leaders and all those interested in assessment matters

*Strategic Curriculum Change in Universities* Paul Blackmore, Camille B. Kandiko, 2012-06-25 The curriculum is a live issue in universities across the world Many stakeholders governments employers professional and disciplinary groups and parents express strong and often conflicting views about what higher education should achieve for its students Many universities are reviewing their curricula at an institutional level aware that they are in a competitive climate in which league tables encourage students to see themselves as consumers and the university as a product or even a brand The move has prompted renewed concern for some central educational questions about both what is learnt and how Strategic Curriculum Change explores the ways in which major universities across the world are reviewing their approaches to teaching and learning It unites institution level strategy with the underlying educational issues The book is grounded in a major study of curriculum change in over twenty internationally focused research intensive universities in the UK US Australia The Netherlands South Africa and Hong Kong Chapters include Achieving curriculum coherence Curriculum design and delivery as social practice Assessment in curriculum change The whole of institution curriculum renewal undertaken by the University of Melbourne 2005 2011 The physical and virtual environment for learning People and change Academic work and leadership This book presents a theorised and contextualised approach to the study of the curriculum and carries on much needed research on the curriculum in higher education It is an essential for the collection of all academics at university level and those involved in policy making quality assurance and enhancement

*Enhancing Learning through Formative Assessment and Feedback* Alastair Irons, Sam Elkington, 2021-08-25 Assessment is a critical aspect of higher education because it has a range of powerful impacts on what staff and students do and how universities operate Underpinned by relevant theory and practical advice this fully updated new edition takes into account the changing expectation of students in the context of an increasingly complex and shifting higher education environment to promote the role of formative assessment and formative feedback and its impact on shaping the student learning experience Presented through the lens of contemporary perspectives empirical evidence and case studies across a broad range of subject disciplines this new edition aims to encourage teaching and support staff to focus on the promotion of student learning through designing and embedding high impact formative

assessment processes and activities Key content covers the theoretical and philosophical aspects of formative assessment and formative feedback the learning environment in which students undertake their learning activities helping teachers develop appropriate formative assessment and provide effective formative feedback the impact of formative assessment and formative feedback activities have on learning teaching and assessment design as well as on the academic workload of tutors the contemporary issues and challenges currently driving research into formative assessment the use of technology in formative assessment and how different tools and technologies allow for the provision of effective and efficient formative feedback the benefits of understanding how students respond to formative assessment and formative feedback as an opportunity to review the effectiveness of the teaching and learning methods and techniques the integral role of formative assessment and formative feedback plays in postgraduate research settings and how innovations in formative assessment and feedback inform key developments in large scale assessment change Aimed at both experienced and early career practitioners in higher education this text is ideal reading for educators who wish to see a movement away from a higher education system driven by summative assessment to one where a more holistic approach to education positions learning standards rather than measurement and grades as central to effective assessment and crucially to return to a focus on student learners

*ECGBL 2019 13th European Conference on Game-Based Learning* Lars Elbæk, Gunver Majgaard, Andrea Valente, Saifuddin Khalid, 2019-10-03

**Degrees That Matter** Natasha A. Jankowski, David W. Marshall, 2023-07-03

Sponsored by Concerned by ongoing debates about higher education that talk past one another the authors of this book show how to move beyond these and other obstacles to improve the student learning experience and further successful college outcomes Offering an alternative to the culture of compliance in assessment and accreditation they propose a different approach which they call the Learning System Paradigm Building on the shift in focus from teaching to learning the new paradigm encourages faculty and staff to systematically seek out information on how well students are learning and how well various areas of the institution are supporting the student experience and to use that information to create more coherent and explicit learning experiences for students The authors begin by surveying the crowded terrain of reform in higher education and proceed from there to explore the emergence of this alternative paradigm that brings all these efforts together in a coherent way The Learning System Paradigm presented in chapter two includes four key elements consensus alignment student centeredness and communication Chapter three focuses upon developing an encompassing notion of alignment that enables faculty staff and administrators to reshape institutional practice in ways that promote synergistic integrative learning Chapters four and five turn to practice exploring the application of the paradigm to the work of curriculum mapping and assignment design Chapter six focuses upon barriers to the work and presents ways to start and options for moving around barriers and the final chapter explores ongoing implications of the new paradigm offering strategies for communicating the impact of alignment on student learning The book draws upon two recent initiatives in the United States

the Tuning process adapted from a European approach to breaking down siloes in the European Union educational space and the Degree Qualifications Profile DQP a document that identifies and describes core areas of learning that are common to institutions in the US Many of the examples are drawn from site visit reports self reported activities workshops and project experience collected by the National Institute for Learning Outcomes Assessment NILOA between 2010 and 2016 In that six year window NILOA witnessed the use of Tuning and or the DQP in hundreds of institutions across the nation Assessment for Excellence Alexander W. Astin,Anthony Lising Antonio,2012-07-13 Assessment for Excellence introduces a philosophy of assessment based upon the talent development concept Colleges and universities prioritize developing the talents of students and faculty rather than gathering the most resources and status for their institutions The Input **Black Issues in Higher Education** ,2005-02 **Higher Education Management** ,1995

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