ID 602 – ASSIGNMENT INSTRUCTIONS

Office of Institutional Effectiveness
200 West Quad
Ball State University

ID 602 ASSIGNMENT INSTRUCTIONS

<u>Self-Assessment of Knowledge and Skills</u>

Terenzini (1993) discusses the three tiers of organizational intelligence (technical-analytical, issues, contextual) and how their mastery is necessary for effective practitioners of applied inquiry/assessment/institutional research. For your first assignment in this class, you are to write a 3-5 page paper wherein you are to 1) assess the extent to which you feel that you have mastered these competencies, and 2) describe plans for how you can address the weaknesses you have identified. Be specific as to the types of readings, class discussion topics, class assignments, and out-of-class activities you will use to gain knowledge and skills in the areas you have identified.

<u>Research Proposal Outline</u>

Please turn in a 3-5 page paper that highlights the research problem, the specific research questions, your contact with the primary client(s) thus far, your ideas at this point about research design and data collection approaches, resource planning, and the trade-offs associated with the study as currently envisioned.

Survey Critique Assignment

For the purpose of this assignment you should assume that you received the following survey in the mail. There are no additional materials included. In the form of a paper of no more than 3-4 pages, please comment upon the appropriateness of the content and format of the survey and (briefly) what could have been done differently to improve it.

Please return this survey to the President's Office as soon as possible.

Do you agree that tuition at BSU is too high?

___   Very Strongly Agree   ___   Strongly Agree

___   Agree   ___   Do Not Agree

What percentage has your tuition increased each year since you have enrolled, not including summer tuition if you enrolled in the summer?

___   More than 20%   ___   15%-20%   ___   10%-14%

___   5%-9%   ___   Less Than 5%

Do you know that Intercollegiate Athletics is supported by your tuition and that the budget for Intercollegiate Athletics is growing at a very high rate, and do you support the use of your tuition for Intercollegiate Athletics?

___   no   ___   yes

annual income: _____

What is your current college at BSU?

___   Applied Sciences and Tech.   ___   Miller College of Business
___   Communication, Info., and Media   ___   Graduate College
___   Sciences and Humanities   ___   Teachers College

How many more years do you plan to enroll at BSU?

___   Until I graduate   ___   Less than 1 year   ___   More than 1 year

How long have you been in Muncie? _____

Please give your opinion about the high cost of tuition and what should be done about it.
_____

How is the rapidly increasing cost of tuition affecting you? (Rank highest to lowest.)

___   I may have to drop out of BSU.   ___   Other
___   I don't receive enough financial aid.
___   I will have a lot of loans after I graduate.
___   My parents will have to take out more loans.

Survey Development Assignment

Low level of satisfaction with "parking services and facilities" in a student opinion survey leads to an interest in learning more about the specifics of student satisfaction with parking. Is the problem the availability of parking? Is it the availability of parking at only certain times or in certain areas of campus? Is it how students are treated by Parking Services staff? Is it the parking regulations? Is it the parking fines? The Director of Parking Services also wants to know how the answers to these questions vary by time of day when students park, location where they typically park, college, and class level. The Director also wants to know one thing that students dislike most about parking and one thing that they would recommend to improve it.

Your assignment is to develop a survey to collect more information about this issue. Your survey should fit on the front and back of one piece of paper. Since the survey will be administered in a randomly chosen set of classes, there will not be a separate cover letter or return envelope, but directions should appear at the top of the survey that address the same issues as would a cover letter.

Reporting Assignment

For this exercise you are to pretend that you are the Assistant to the Provost at Ball State. The Provost has just seen the *U.S. News America's Best Colleges* 2009 rankings and is very concerned about why Ball State is in the third tier. He does not understand why this is the case, and he is concerned about the reaction that the University's president and faculty and the public will have to these results. After checking with the U.S. News staff, you gather the background information about the rankings and the spreadsheet with the rankings data that are supplied by the instructor. He asks you to write him a memo of no more than four pages that includes:

1. The background that you have learned that causes Ball State to be ranked where it is.

2. Three paragraphs (one apiece) of just a few sentences each for the Provost to use to explain the information to
   a. The President.
   b. Faculty Senate.
   c. Marketing and Communications (for a general press release).

3. One bar chart (not a table!) created in Excel that shows favorable results for Ball State.

Statistical Analysis Assignment

Use the SPSS dataset supplied (which contains a few of the variables from the 2005 BGSU administration of the National Survey of Student Engagement) for completing this assignment.

1. Run descriptive statistics on all items (frequency, central tendency, and variability).

2. Run the appropriate statistical test to allow you to determine whether there is a statistically significant difference between class level and sex among the survey respondents.

3. Run the appropriate statistical test to allow you to determine whether there is a statistically significant difference in the mean "asked questions in class" item "clquest" (assume this is a continuous variable) between females and males.

4. Run the appropriate statistical test to allow you to determine whether there is a statistically significant relationship between the "quality of relationships with other students "envstu" item (assume this is a continuous variable) and the "asked questions in class" item "clquest."

5. For each of the three inferential statistical tests, is the relationship or difference statistically significant? How do you know?

Applied Research Report Critiques

You are to turn in two 3-5 page critiques of applied research reports which will be supplied. We will also do an ungraded group article critique exercise. The critique should begin with a citation of the article. A summary of the article should follow. Finally, the critique should address the following questions:

Does the abstract briefly but clearly highlight the problem, the research design
   and procedures, the results, and the conclusions?
Is the problem clearly stated?
Is background information on the problem clearly stated?
Is the significance of the problem discussed?
Are the variables of interest and the relationship or difference to be investigated
   clearly stated?
If applicable, are variables defined?
Is a literature review included?
Does the literature review conclude with implications for the problem to be
   investigated?
Do the research questions/hypotheses that follow relate to the implications
   of the literature review?
Are specific, "testable" research questions and/or hypotheses included?
Are the major characteristics of the population to be studied described?
If a sample was selected,
   Was the method for choosing the sample stated?
   Was it biased?
   Is the sample of sufficient size?
Did the study avoid the use of volunteers?
Are the major characteristics of the sample described?
Is the selection or development of measurement instruments clearly explained?
Are measurement instruments well described?
Are the instruments appropriate for gathering the intended data?
As appropriate, are measures of ensuring the reliability, validity, and utility
   of the instruments discussed?
Are methods of data analysis clearly described? Are they appropriate?
Is the research design appropriate?
Is the research design explained sufficiently for the study to be replicated
   by other researchers?
Was a pilot study carried out?
Were methods of controlling for input variables used? Are they appropriate?
Was there a discussion of potentially confounding variables for which the
   researcher was unable to control?
Was every research question and/or hypothesis tested?
Are the results clearly presented? Are tables and figures (if any) understandable?
Is each result discussed in terms of the original research questions/hypotheses
   to which it relates?
Are results related back to the literature?
Are limitations of the study discussed?
Are implications of the findings discussed?
Are action recommendations and/or research recommendations included?

Full Research Proposal

Turn in a 10-15 page full research project proposal. This paper should build upon your earlier research proposal outline and should clearly and specifically identify the research problem, research questions, and research design. It should also document your interactions with your primary client(s). The research proposal should address all of the elements noted in the course textbook (Table 6.1 on pages 131-132), but it should be a full narrative description, not just a checklist. The questions provided for critiquing applied research reports are another good guide for the points which should be addressed in your proposal (up to, but not including, the results and discussion).

Following are guidelines for carrying out surveys and focus groups that allow you to be in compliance with Ball State's guidelines for the ethical treatment of human subjects in research.

It is always preferable for your research projects that the identities of participants remain anonymous. If it is absolutely necessary that you know who your subjects are (i.e., because you have to link together multiple data sources on each participant), you should take all possible steps to keep the identities of participants confidential. Do not report out findings on individual participants, and do not use real names if you are describing individual participants or quoting them. Destroy your research notes, database, etc. with any individually identifying information once the class is over. When you are surveying students (via a cover letter) or conducting focus groups or individual interviews (via verbal remarks), you should inform your participants:

* That they are participating in a research study.
* That they have the right not to participate in any part of the study (e.g., any question) or to stop participating completely at any time.
* Why you are surveying/interviewing them; what the purpose of your study is; how the results will be used; and how your study will benefit Ball State.
* How you will ensure either anonymity or confidentiality.
* That you will destroy individually identifying materials once the study is finished.
* That they should contact the instructor (give them instructor's contact information from the syllabus) if they have any questions or concerns.

The instructor must see your materials (survey cover letter, focus group or interview guidelines, etc.) that address these issues before you collect any data.

Assessment Consultation Presentations

Using materials provided about assessment of student learning, class members are to form five groups and provide consultation about improvements of assessment efforts within two units at BGSU, one an academic unit and one a student affairs unit. The consultation results will be provided in the form of an approximately 10-minute class presentation. The units to be critiqued include the following:

> BSBA Program
> (see http://www.bgsu.edu/downloads/provost/file65331.pdf)
> Career Center
> (see http://www.bgsu.edu/downloads/provost/file65333.pdf)
> Early Childhood Education Program
> (see http://www.bgsu.edu/downloads/provost/file65339.pdf)
> HMSLS Graduate Program
> (see http://www.bgsu.edu/downloads/provost/file65340.pdf)
> Student Support Services
> (see http://www.bgsu.edu/downloads/provost/file65343.pdf)

Miscellaneous Presentations (Presentations on Assessment in Different Kinds of Institutions, Assessment in Student Affairs, the Federal and State Role in Assessment, Assessment Methods, Classroom Research, Diversity/Multicultural Issues in Assessment, Financial Issues in Assessment, Graduate Level Assessment, or Other Assessment-Related Topics Approved by the Instructor)

Prepare to lead a 10-minute class discussion on one of these topics. Topics may be split among class members. Reading materials listed on the following pages have been placed on reserve in Bracken Library to assist you; however, you are welcome and encouraged to make use of other resources as well. You should prepare some materials to hand out to class members.

Research Presentations and Final Reports

Please turn in a 20-25 page research project final report. This paper should build upon your earlier research proposal and should also include results and discussion sections. The questions provided for critiquing assessment articles (p. 5) are a good guide for the points which should be addressed in your reports. In addition, prepare a formal 10-minute presentation of the research projects to class members and other invited guests (e.g., clients, University officials).

RESOURCE MATERIALS FOR CLASS DISCUSSIONS

**Resource Materials for a Class Discussion of
Assessment in Different Kinds of Institutions**

Banta, T. W. (1993). Use of outcomes information at the University of Tennessee, Knoxville. In P. T. Ewell (Ed.), *Assessing educational outcomes* (New Directions for Institutional Research, No. 47). San Francisco: Jossey-Bass.   [pp. 19-32]

Banta, T. W., Jones, E. A., & Black, K. E. (2009). *Designing effective assessment: Principles and profiles of good practice*. San Francisco: Jossey-Bass. [pp. 219-234]

Doucette, D., & Hughes, B. (1994). Assessing institutional effectiveness in community colleges. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster.   [pp. 303-315]

Loacker, G., & Mentkowski, M. (1993). Creating a culture where assessment improves learning. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass.   [pp. 5-24]

Walleri, R. D., & Seybert, J. A. (1993). Demonstrating and enhancing community college effectiveness. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander Eds.), *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass.   [pp. 87-102]

Watt, J. H., Drennen, N. H., Rodriguez, R. J., Menelly, N., & Wiegel, E. K. (1993). Building assessment programs in large institutions. In T. W. Banta and Associates (Eds.), *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass.   [pp.103-120]

Williford, A. M., & Moden, G. O. (1993). Using assessment to enhance quality. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass.   [pp. 40-53]

Young, C. C., & Knight, M. E. (1993). Providing leadership for organizational change. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass.   [pp. 25-39]

Resource Materials for a Class Discussion of
Assessment in Student Affairs

Banta, T. W., Jones, E. A., & Black, K. E. (2009). *Designing effective assessment: Principles and profiles of good practice*. San Francisco: Jossey-Bass. [pp. 199-218]

Bresciani, M. J., Gardner, M. M., & Hickmott, J. (Eds.). (2009). *Case studies for implementing assessment in student affairs*. San Francisco: Jossey-Bass.

Kennedy-Phillips, L., Meents-DeCaigny, E., & Newhart, D. (2012). Student affairs research and assessment. In R. Howard, W. Knight, & G. McLaughlin (Eds.), *The handbook of institutional research*. San Francisco: Jossey-Bass.

Upcraft, M. L., & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.

Resource Materials for a Class Discussion of
The Federal and State Role in Assessment

Astin, A. W. (2002). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education.* Westport, CT: The Oryx Press. [Ch. 11]

Burke, J. C., & Minassians, H. P. (2003). *Reporting higher education results: Missing links in the performance chain*. San Francisco: Jossey-Bass.

Erwin, T. D. (1991). *Assessing student learning and development: A guide to the principles, goals, and methods of determining college outcomes*. San Francisco: Jossey-Bass. [pp. 2-3]

Ewell, P. T. (1993). The role of states and accreditors in shaping assessment practice. In T.W. Banta and Associates (Eds.), *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass. [pp. 339-356]

Ewell, P. T. (1994). State policy on assessment: The linkage to learning. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster. [pp. 165-172]

McGaghie, W. (1994). Evaluating competence for professional practice. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster. [pp. 433-444]

McMillan, V. K. (1994). Assessment from the state perspective. In T. H. Bers & M. L. Mittler (Eds.), *Assessment and testing: Myths and realities*. San Francisco: Jossey-Bass. [pp. 5-11]

National Governors' Association. Center for Policy Research and Analysis. (1986). *Time for Results: The governors' 1991 report on education*. Washington, DC: Author. [pp. 153-165]

Resource Materials for a Class Discussion of
Various Approaches to Assessment

Applebaum, M. I. (1994). Assessment through the major. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster.   [pp. 275-288]

Banta, T. W. (1994). Contemporary approaches to assessing student achievement of general education outcomes. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster.   [pp. 629-640]

Banta, T. W. (1994). Faculty-developed approaches to assessing general education outcomes. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster.   [pp. 581-584]

Banta, T. W., Jones, E. A., & Black, K. E. (2009). *Designing effective assessment: Principles and profiles of good practice*. San Francisco: Jossey-Bass.   [pp. 55-108]

Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W. (Eds.). (1996). *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass.   [There are many short chapters in this book that are appropriate for this topic.]

Fong, B. (1994). Assessing the departmental major. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster.   [pp. 413-422]

Julian, F. D. (1996). The capstone course as an outcome test for majors. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass.   [pp. 79-82]

Maki, P. L. (2004). *Assessment for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus.   [Ch. 4]

Ory, J. C. (1994). Suggestions for deciding between commercially available and locally developed assessment measures. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster.   [pp. 597-602]

Palomba, C. A. (2002). Scholarly assessment of student learning in the major and in general education. In T. W. Banta and Associates (Eds.), *Building a scholarship of assessment*. San Francisco: Jossey-Bass.   [pp. 201-222]

Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass. [There is a lot of material here.]   [Ch. 5-10]

Resource Materials for a Class Discussion of
Various Approaches to Assessment (cont.)

Ratcliff, J. L. (1994). What we can learn from coursework patterns about improving the undergraduate curriculum. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster.   [pp. 567-580]

Terenzini, P. T. (1994). The case for unobtrusive measures. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster.   [pp. 619-628]

Van Dyke, J., & Williams, G. W. (1996). Involving graduates and employers in assessment of a technology program. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass.   [pp. 99-101]

Williford, A. M., & Moden, G. O. (1996). Assessment of student treatment. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass. [pp. 253-256]

**Resource Materials for a Class Discussion of
Classroom Research**

Angelo, T. A. (1994). Introduction and overview: From classroom assessment to classroom research. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster. [pp. 707-714]

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass. [There is a great deal of information throughout this book.]

Luechauer, D. L., & Schulman, G. M. (1996). Fast feedback permits students to assess faculty performance. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass. [pp. 288-291]

Obler, S. S., Slark, J., & Umbdenstock, L. (1993). Classroom assessment. In T. W. Banta and Associates (Eds.), *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass. [pp. 211-226]

Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass. [pp. 167-177]

Schulman, G. M., Luechauer, D. L., & Schulman, C. (1996). Assessment for learner empowerment: The meta-cognitive map. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass. [pp. 281-285]

Stetson, N. E. (1994). Implementing and maintaining a classroom research program for faculty. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster. [pp. 803-812]

Van Dyke, J. (1996). Using a midcourse correction to improve learning in mathematics. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass. [pp. 291-292]

**Resource Materials for a Class Discussion of
Diversity/Multicultural Issues in Assessment**

Astin, A. W. (2002). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education.* Westport, CT: The Oryx Press. [Ch. 10]

Kerlin, S. P., & Britz, P. B. (1994). Assessment and diversity: Outcome and climate measurements. In T. H. Bers & M. L. Mittler (Eds.), *Assessment and testing: Myths and realities*. New Directions for Community Colleges, No. 88. San Francisco: Jossey-Bass. [pp. 53-60]

King, P. M., & Howard-Hamilton, M. (2003). An assessment of multicultural competence. *NASPA Journal, 40*(2). [119-133]

Kuh, G. D., Gonyea, R. M., & Rodriguez, D. P. (2002). The scholarly assessment of student development. In T. W. Banta and Associates (Eds.), *Building a scholarship of assessment*. San Francisco: Jossey-Bass. [p. 125]

Nettles, M. T. (1994). Assessing progress in minority access and achievement in American higher education. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster. [pp. 499-503]

Richardson, R. C., Matthews, D. A., & Finney, J. E. (1994). Improving state and campus environments for quality and diversity. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster. [pp. 489-495]

Suzuki, L. A., & Ponterotto, J. G. (Eds.). (2008). *Handbook of multicultural assessment: Clinical, psychological, and educational applications*. San Francisco: Jossey-Bass.

**Resource Materials for a Class Discussion of
Financial Issues in Assessment**

Astin, A. W. (2002). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education.* Westport, CT: The Oryx Press. [pp. 171-172]

Ewell, P. T., & Jones, D. P. (1985). *The costs of assessment*. Boulder, CO: National Center for Higher Education Management Systems.

Lewis, D. R. (1988). Costs and benefits of assessment: A paradigm. In T. W. Banta (Ed.), *Implementing outcomes assessment: Promises and perils*. New Directions for Institutional Research, No. 59. San Francisco: Jossey-Bass.   [pp. 69-80]

Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass. [pp. 49-50]

Swing, R., & Coogan, C. (2010). *Valuing assessment: Cost-benefit considerations*. National Institute for Learning Outcomes Assessment, Occasional Paper No. 5. Retrieved June 21, 2010, from http://www.learningoutcomesassessment.org

Terenzini, P. T. (1994). Assessment with open eyes: Pitfalls in studying student outcomes. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster.   [p. 529]

Thomas, A. M. (1994). Consideration of the resources needed in an assessment program. In J. Stark & A. Thomas (Eds.), *Assessment and program evaluation (ASHE Reader Series)*. Needham Heights, MA: Simon & Schuster.   [pp. 231-242]

Resource Materials for a Class Discussion of
Portfolio Assessment

Anthony, B. T. (1996). Assessing writing through common examinations and student
portfolios. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.),
Assessment in practice: Putting principles to work on college campuses.
San Francisco: Jossey-Bass. [pp. 213-216]

Black, L. C. (1993). Portfolio assessment. In T. W. Banta and Associates (Eds.),
Making a difference: Outcomes of a decade of assessment in higher education.
San Francisco: Jossey-Bass. [pp. 139-150]

Box, J. A., & Dean, C. D. (1996). Professional portfolio process. In T. W. Banta, J. P.
Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice: Putting
principles to work on college campuses*. San Francisco: Jossey-Bass. [pp. 113-115]

Courts, P. L., & McInerney, K. H. (1993). *Assessment in higher education: Politics,
pedagogy, and portfolios*.Westport, CT: Praeger.

Jones, C. G. (1996). The portfolio as a course assessment tool. In T. W. Banta, J. P.
Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice: Putting
principles to work on college campuses*. San Francisco: Jossey-Bass. [pp. 285-288]

Magruder, W. J., & Young, C. C. (1996). Portfolios: Assessment of liberal arts goals.
In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in
practice: Putting principles to work on college campuses*. San Francisco: Jossey-
Bass. [pp. 171-174]

Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing,
and improving assessment in higher education*. San Francisco: Jossey-Bass.
[pp. 131-148]

Smith, L. S., & Crowther, E. H. (1996). Portfolios: Useful tools for assessment in
business technology. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander
(Eds.), *Assessment in practice: Putting principles to work on college campuses*.
San Francisco: Jossey-Bass. [pp. 115-117]

Resource Materials for a Class Discussion of
Graduate Level Assessment

Banta, T. W., Jones, E. A., & Black, K. E. (2009). *Designing effective assessment: Principles and profiles of good practice*. San Francisco: Jossey-Bass.   [pp. 235-252]

The University of Oklahoma Graduate College Guide to Graduate Assessment Working Draft; http://tulsagrad.ou.edu/assessmentT/best.htm