## ASSESSMENT FOR EXCELLENCE

## THE PHILOSOPHY AND PRACTICE OF ASSESSMENT AND EVALUATION IN HIGHER EDUCATION

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(335 pages)

A 1988 federal mandate for assessment linked to accreditation has prompted many universities and colleges to review their educational assessment procedures and to undertake new assessment programs. This important and timely volume is the first truly comprehensive treatment of the many issues concerning educational assessment and evaluation.

Derived from twenty-five years of experience in the field of assessment in higher education, Astin's proposed approach toward assessment is based on a clearly articulated philosophy of institutional mission. The basic purpose of assessment is to further the educational mission of the institution.

This volume presents a detailed critique of traditional assessment policies and attempts to address all of the major issues related to assessment: underlying philosophy, assessment in the classroom, design of a comprehensive assessment program, statistical analyses of data, dissemination of results, assessment and equity, and public policy.

It discusses the burgeoning interest in outcomes assessment and reviews different state approaches to assessment: "value-added testing, incentive funding, competency testing, and challenge grants."

It provides extensive treatment of the issue of how to analyze assessment data, and presents a detailed explication of the assessment model (the I-E-O design) that forms the basis for the book.

Astin treats the theory and conceptualization of assessment and evaluation, as well as the statistical techniques for analyzing assessment data and the practical problems of disseminating assessment results to various audiences. An appendix is included that summarizes basic statistics and more complex multivariate procedures for analyzing assessment data.

Finally, the author proposes that a sound assessment program is based on sound research. Sections on research methodology help educators and policymakers make better choices and better decisions in running educational programs and institutions.

This valuable volume is designed for use by anyone who is involved or interested in the practical uses of assessment: faculty, administrators, researchers, policy analysts, and government officials. Astin's observations and experiences provide sage advice in this area of higher education policy analysis.

(Book Jacket)

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