

Annotated Bibliography for Assessment Culture Literature

Created by Sarah Weinberg and Ruby Romero
as advised by Susan Ferguson and Vanessa Preast

Grinnell College, 1115 8th Ave., Grinnell, Iowa 50112

Andrade, Maureen S. 2011. "Managing Change-Engaging Faculty in Assessment Opportunities." *Innovative Higher Education* 36(4):217-233.
doi: <http://dx.doi.org.grinnell.idm.oclc.org/10.1007/s10755-010-9169-1>.

- This article uses leadership theories to offer strategies for administrators on assessment-related change, including suggestions relating to assessment initiatives, garnering faculty support, and building a culture of assessment. The strategies cover departmental, college, and institutional levels through a fatfesat1TJ-0.012 Tc 0auuur (,)-a7 Tdchs structural, human resource,

Faculty Views on Developing and Assessing Learning
Journal of General Education: A Curricular Commons of
4-309.

Faculty views on assessing students learning outcomes
enhancing the development and assessment of student
researchers focused on universities in the Arab world,
still apply.

8. "Conceptualizing Cultural Literacy through Student
Foreign Language Annals 51(2):331-43.

to the relationship between disciplinary principles
through describing the process of applying cultural
assessment. Their methods included analyzing
ive content analysis. This source could be useful
t cultural literacy can provide a means of "uniting
(333) which could be presented during the second
ay to design and measure student learning outcomes.

nas. 2016. "Are Quests for a 'Culture of Assessment'
ment? A Q-Methodological Inquiry." *SAGE Open* 1-17.

terature with responses from forty faculty and
ons. The authors present dual narratives: those
t and those who are more skeptical. They break down

Boud, David. 2017. "Assessment of Interdisciplinary Learning Outcomes." pp. 121-37 in *Designing Interdisciplinary Education: A Practical Handbook for University Teachers*, edited by L. de Greef, G. Post, C. Vink, and L. Wenting. Amsterdam, Netherlands: Amsterdam University Press.

- In this chapter, Boud provides an overview of summative assessment methods with a focus on assessing interdisciplinary work at the course level and department/program level. He provides recommendations for creating interdisciplinary assessments, case studies to increase understanding of what interdisciplinary assessments should look like, and advice on grading these assessments. This could be beneficial for the Innovation Fund Team because a liberal arts education is very interdisciplinary and providing this information could help professors see the importance of assessment at Grinnell.

Canfield, Merle L., Trisha M. Kivisalu, Carol Van Der Karr, Chelsi King, and Colleen E. Phillips. 2015. "The Use of Course Grades in the Assessment of Student Learning Outcomes for General Education." *SAGE Open* 5(4).

- The authors discuss the use of course grades as measures of student learning outcomes. To do so, the authors utilized a multitrait-multimethod. This source could be useful to provide some background information for the introduction that explains just one of the ways assessments are interpreted.

Chetro-Szivos, John, and Lauren Mackenzie. 2008. "Ma Td(C)5 (hiC)5 (n)5 (n0 1 C)5 l(n)5 (ng)6 (r)6 (ad)-3 (i

Cox, Bradley E., Kadian L. McIntosh, and Robert D. Reason. 2016. "A Culture of Teaching: Policy, Perception, and Practice in Higher Education." *Research in Higher Education* 52(8):808–29.

- In this piece, the authors identify the policies that contribute to fostering an institutional "culture of teaching" using data from 5,612 faculty members at 45 different institutions. The researchers analyzed the connections between the various policies and the faculty perceptions/practices related to teaching and learning. They analyzed their data by "fitting a series of multilevel models predicting faculty member perceptions and practices" (810). This piece is beneficial to our project because it explains how faculty culture about the institution and their roles as professors influences their institutional practices—which establishes the importance of perceptions of assessment culture in influencing the way professors think about assessment.

Culver, S., & Phipps, G. 2019. "According to Faculty, the Most Important Reasons for Doing Assessment at an HBCU." *Journal of Assessment and Institutional Effectiveness* 8(1-2):1-21.

- In this piece, the authors present results from their study on faculty perceptions regarding assessment among HBCU faculty. Specifically, faculty members were asked to distinguish the importance among 15 items in their literature search that were deemed benefits of doing assessment. This source could be beneficial to our study because we could use elements from this list to see what Grinnell faculty view as benefits of doing assessment. Unfortunately, I cannot access this source because the college needs to pay for it before I can read it further.

Davis, John Mcewan. 2016. "Toward a Capacity Framework for Useful Student Learning Outcomes Assessment in College Foreign Language Programs." *Modern Language Journal* 100(1):377–99.

- In this article, the author reports

DeBoer, Betty V., Donna M. Anderson and Abdulaziz M. Elfessi. 2007. "Grading Styles and Instructor Attitudes." *College Teaching* 55(2):57-64.

- This article looks at how grading behavior relates to attitude (namely, responsibility and approval motivation). We mentioned discussing the difference between grading and assessment, and this article does not deal specifically with grading as related to assessment culture, but it does include an interesting finding that male instructors and tenured faculty are more likely to ascribe responsibility to the individual, which may speak (at least partially) to our questions regarding feelings of responsibility.

Deffenbacher, Kristina. 2011. "Faculty Forum: Assessment Metaphors We Live By." *Academe*, 97(1):46-46.

- This brief paper offers a nice overview of assessment metaphors and their relationship to cultures of assessment. Deffenbacher promotes learning assessment and ties attitudes of faculty and staff into her discussion. Especially in a field of shifting definitions, this article might be helpful with reflecting on language use.

Dewsbury, Bryan M. 2019. "Deep Teaching in a College STEM Classroom." *Cultural Studies of Scientific Education* 15:169-191. DOI: <https://doi.org/10.1007/s11422-018-9891-z>

- This article describes a conceptual model called Deep Teaching (definition included in the glossary) that works to provide more inclusive instruction in higher education, particularly for underrepresented minority students in STEM fields. This model includes five key competencies: self-awareness, empathy, classroom climate, pedagogy, and network leverage, beginning with self-awareness. Dewsbury emphasizes (u)4 (c)llne() 10 (m)3 (r)6 (u)4 (nael)

Emenike, Mary Elizabeth, Jacob Schroeder, Kristen Murphy, and Thomas Holme. 2013. "Results from a National Needs Assessment Survey: A View of Assessment Efforts Within Chemistry Departments." *Journal of Chemical Education* 90(5):561–67.

- The authors report the opinions of assessment among various chemistry departments across the nation as well as the challenges to departmental assessment efforts. To generate their data, the authors conducted focus groups and large-scale surveys. This source could inform our methods and provide examples for the types of questions to ask science departments about assessment.

Emil, Serap, and Christine Cress. 2014. "Faculty Perspectives on Programme Curricular Assessment: Individual and Institutional Characteristics that Influence Participation Engagement." *Assessment & Evaluation in Higher Education* 39(5):531-552.
doi: <http://dx.doi.org.grinnell.idm.oclc.org/10.1080/02602938.2013.855998>.

- This qualitative study investigated factors impacting faculty engagement in assessment, highlighting faculty knowledge, beliefs and attitudes towards assessment, perception of leadership, resources, and work environment all as factors influencing engagement decisions. Emil and Cress use a faculty decision-making and behavior framework, and additionally provides a list of recommendations for institutional leaders in creating a culture of assessment.

Ennis, Daniel J. 2008. "Faculty Forum: Specious Learning Outcomes." *Academe* 94(5):64–64.

- This brief paper offers a snapshot of faculty opinion on student learning outcomes, using a new term—specious learning outcome—to encompass the passive faculty resistance to assessment bureaucracy. Ennis' descriptions give a helpful perspective on why some are against—actively or passively—cultures of assessment.

Evans, Carol. 2013. "Making Sense of Assessment Feedback in Higher Education." *Review of Educational Research* 83(1):70–120.

- This article presents the analysis of 460 articles on assessment feedback in higher education from 2000-2012. Specifically, this piece highlights the type of feedback that students receive from their coursework. To do so, the authors conducted a systematic literature review to analyze important themes and knowledge gaps in relation to the "conceptual development" of assessment feedback (70). This source could be useful because it discusses the way professors are assessing their student's work.

Evans, Elizabeth L. 2017. "Assessment Update Progress, Trends, and Practices in Higher Education Quality Improvement in Student Learning Outcomes Assessment: Faculty Learning, Collaboration, Engagement, and Transparency." 29(3).

- In this short piece, Evans discusses different strategies to increase the quality of student learning outcomes. Additionally, Evans provides valuable information on teaching faculty

to assess better and create a culture of assessment. The author does so by reporting on the peer review at their affiliated institution. This source could be useful for this research because the author outlines how the faculty worked together to increase knowledge of good practice and a culture of assessment among the faculty, which is something research

Fletcher, Richard B., Luanna H. Meyer, Helen Anderson, Patricia Johnston, and Malcolm Rees. 2012. "Faculty and Students Conceptions of Assessment in Higher Education." *Higher Education* 64(1):119-133. doi:<http://dx.doi.org.grinnell.idm.oclc.org/10.1007/s10734-011-9484-1>.

- This study looks at faculty and undergraduate student attitudes across four tertiary institutions (including universities, an indigenous tertiary institution, and an institute of technology) in New Zealand. To analyze their findings, the researchers utilized a mean and covariance structure to test for measurement invariants and mean differences between faculty and student's perceptions of assessment. The authors found that faculty were more likely to view assessment as a positive tool for teaching and learning, while students felt less favorably. The article highlights the importance of integrity and transparency in assessment policy and practice and offers a fuller picture of assessment. Further, this paper would be useful to...

Gallagher, Chris W. 2011. "Being There: (Re)Making the Assessment Scene." *College Composition and Communication* 62(3):450-476.

- This article adds commentary on neoliberalism in assessment; particularly, Gallagher uses Burkean analysis to demonstrate how neoliberalism undermines faculty assessment expertise in terms of agency. Thus, he advocates for an assessment scene that asserts student and faculty agency and leadership in the context of writing assessment. At Grinnell, I would not be surprised if issues of neoliberalism came up in faculty attitudes (but I could be wrong) so this paper may prove helpful for context.

Germaine, Ron and Lisa Rubel Spencer. 2016. "Faculty Perceptions of a Seven-Year Accreditation Process." *Journal of Assessment and Institutional Effectiveness* 6(1):67-98.

- This study, conducted over seven years, used a survey to identify faculty perceptions of the accreditation process including both closed and open responses. They administered the survey each spring to 84-94 faculty over the years. They found that faculty viewed accreditation as good for professional development as well as a tool to improve programs and strengthen faculty collaboration. Making accreditation standards more clearly connected to the day-to-day work, beliefs, and goals of faculty may assuage resistance.

Gilbert, Erik. 2016. "Why Assessment Is a Waste of Time." *Inside Higher Ed*. Retrieved on 13 February 2021. (<https://www.insidehighered.com/views/2016/11/21/how-assessment-falls-significantly-short-valid-research-essay>)

- Gilbert served as the chair of his campus's IRB where he noted the difference between research and assessment. He critiques the methodology of assessment, comparing it to the process of obtaining IRB approval. He argues that assessment does not offer either generalizable nor meaningful knowledge about specific courses and programs. The framing of assessment through the lens of IRB research is an interesting perspective that begs a reconceptualization especially pertaining to designing assessment.

Gilbert, Eirk. 2018. "An Insider's Take on Assessment: It May Be Worse Than You Thought." *The Chronicle of Higher Education*.

and Charles H. Fay. 2010. "The Effects of Grading and Teaching Practices on Perceptions of Grading Fairness." *College Teaching* 58(3):93-98.

Discuss perceptions of grading fairness across students as well as the specific grading practices that create these perceptions. To do so, the authors study where they asked students to report on the frequency of their exposure to teaching and grading practices as well as their perception of the fairness of these practices. This source is beneficial because it provides the student experience taking and receiving an evaluation. It also helps us understand how professors can aid students in the evaluation process.

2010. "How Is Science Learning Assessed at the Postsecondary Level? A Study of Grading Practices in College Biology, Chemistry and Physics." *Journal of Assessment and Technology* 19(3):237-45.

Examines different assessment practices employed among college science departments such as physics, chemistry, and biology. To do so, she conducted a large-scale descriptive study to examine assessment and grading practices among college science faculty from 2- and 4-year higher education institutions. This source is beneficial because it is one of the first original research articles that I found that discuss various forms of evaluation utilized among college science faculty.

Marvin W. Peterson. 2003. "Factors that Promote Faculty Involvement in and Support for Institutional and Classroom Student Assessment." *Research in Higher Education* 2(2):173-204.

doi.org/grinnell.idm.oclc.org/10.1023/A:1022051728874.

Looks at institutional factors which promote faculty satisfaction and support for assessment, examining faculty involvement in institutional practices as well as in classrooms. The study surveyed seven institutions and found that external factors such as faculty uses, and perceived benefits of professional development practices are predictors of faculty involvement in assessment. This source is beneficial to me because it outlines institutional factors that predict faculty involvement and support for assessment.

than submitting reports, and their results suggest best practices such as developing faculty leaders and communities to share ideas. This article caters to administrators and faculty members looking to develop a culture of assessment.

Hailikari, Telle, Liisa Postareff, Tarja Tuonone, Milla Raisanen, and Sari Lindblom-Ylanne. 2014. "Students' and Teachers' Perceptions of Fairness in Assessment." pp. 99–109 in *Advances and Innovations in University Assessment and Feedback Book*, edited by C. Kreber, C. Anderson, N. Entwistle, and J. McArthur. Edinburgh, Scotland: Edinburgh University Press.

- In this chapter, the authors discuss the topic of fairness in assessment in terms of the "necessary alignment between the defined aims of a course and the criteria used to assess them and the importance of those criteria being made explicit to students" (100). They provide a review of the literature and an overview of their findings from a separate research project. This is useful information because it discusses relaying information to students about their performance on an assessment to students and how professors do so.

Hanesworth, Pauline, Seán Bracken, and Sam Elkington. 2019. "A Typology for a Social Justice Approach to Assessment: Learning from Universal Design and Culturally Sustaining Pedagogy." *Teaching in Higher Education* 24(1):98-114.

- Though from the UK, the authors draw on developments in educational theory in the US. They use two conceptual frameworks, Culturally Sustaining Pedagogy (CSP) and Universal Design for Learning (UDL), in their conversations about social justice approaches to pedagogy and assessment in higher education. They outline a framework for action to review assessment at the organizational, institutional level. As part of their discussion, they address embedding social justice-oriented approaches into cultural practices and policies. This paper serves to broaden our understanding of assessment practices by taking a values-based, sustainable approach.

Hanauer, David I., and Cynthia Bauerle. 2015. "The Faculty Self-Reported Assessment Survey (FRAS): Differentiating Faculty Knowledge and Experience in Assessment." *CBE Life Sciences Education* 14(2):1–11.

- Hanauer and Bauerle discuss the use of the Faculty Self-Reported Assessment Survey (FRAS) to determine the levels of faculty knowledge of assessment. FRAS could be a useful method to utilize if we would like to survey faculty knowledge of assessment at Grinnell College in the initial stages. The authors note that this is a "a tool for faculty members engaged in developing the skill sets they need to respond to priorities and practices recommended in multiple national reports on undergraduate STEM education reform" (3).

Harland, Tony, Angela McLean, Rob Wass, Ellen Miller, and Kwong Nui Sim. 2015. "An Assessment Arms Race and Its Fallout: High-Stakes Grading and the Case for Slow Scholarship."

assessment, viewed through inventive curriculum design, offers another lens to view cultures of assessment.

Hernandez, Rosario. 2012. "Does Continuous Assessment in Higher Education Support Student Learning?" *Higher Education* 64(4):489–502.

- Hernandez discusses the extent to which student learning can be facilitated through feedback. Specifically, the author tries to answer this question as it "arises when formative and summative assessment practices are used in continuous assessment" (489). To answer this question, the author presents research conducted across seven higher education institutions. Data was primarily conducted through surveys to undergraduate students and semi-structured interviews with key informants in each institution. This source is valuable as it introduces new types of assessment that we had not heard about that could provide additional effective and efficient ways to enhance student learning.

Holzweiss, Peggy C., Rebecca Bustamante, and Matthew B. Fuller. 2016. "Institutional Cultures of Assessment: A Qualitative Study of Administrator Perspectives." *Journal of Assessment and Institutional Effectiveness* 6(1):1–27.

- This study pulls from a random sample of 566 US higher education administrators' responses (302 providing comments) in the Administrators' Survey of Assessment Culture as to why they conduct assessments and how they would characterize their campus assessment culture. To analyze this data, researchers utilized a classical content analysis approach. The authors found two meta-themes: institutional structures (procedure, data use, accountability) and organizational culture (rituals, artifacts, discourse, values, and assessment-related change). They helpfully include a list of recommendations for practice and push for a unity of purpose among higher education administrators and faculty towards assessment. Their research questions are similar to ours and their methods can inform ours. Additionally, they mention the benefits of using these open-ended questions rather than a quantitative questionnaire.

Hutchings, Pat. 2011. "From Departmental to Disciplinary Assessment: Deepening Faculty Engagement." *Change: The Magazine of Higher Learning* 43(5):36-43.
DOI: [10.1080/00091383.2011.599292](https://doi.org/10.1080/00091383.2011.599292)

- This article calls attention to the lack of attention towards assessment within specific fields (as opposed to cross-cutting outcomes) and details the benefits of assessment through teaching and learning. Hutchings reviews both departmental and disciplinary assessment, seeking to deepen faculty engagement.

Hunt-Bull, Nicholas and Helen M. Packey. 2007. "Doing Assessment as if Teaching Matters: Changing the Assessment Culture in an Academic Division." *Assessment Update* 19(6):1-15.

- This article focuses on the School of Liberal Arts at Southern New Hampshire University. The authors conversationally describe their process of developing a culture of assessment

through centering faculty participation (done via workshops) followed by a reflection on their efforts. Ultimately, they posit that to create a culture of assessment from the bottom-up, you should start small, get all faculty involved, reward effort, and have data led decision making.

Jackson, Shirley A. 2018. “Am I Grading Consistently and Effectively?": Developing and Using Rubrics.” pp. 291–303 in *Learning from Each Other: Refining the Practice of Teaching in Higher Education*, edited by M. Lee Kozimor-King and J. Chin. Oakland, CA: University of California Press.

- In this chapter, Jackson discusses the development and use of rubrics in grading forms of student assessment. Specifically, the author focuses on how well rubrics can accurately assess student performance. The author employs a review of the literature as well as her own experiences to do so. This source is beneficial because it provides extensive information about a tool that many professors use to evaluate student performance. Understanding how to use and develop rubrics better cou

Assessment." *Innovative Higher Education* 42(1):33-47.
doi:<http://dx.doi.org.grinnell.idm.oclc.org/10.1007/s10755-016-9366-7>.

- This study uses a sense-making theoretical perspective to analyze the relationship between information characteristics, faculty assessment knowledge and beliefs, and general education assessment information. They found that there is a higher likelihood of using assessment information when assessment evidence is action-oriented and perceived as high quality, faculty is knowledgeable and favorable towards assessment, and perceive institutional support in assessment engagement.

Katz, Stanley N. 2010. "Beyond Crude Measurement & Consumerism." *Academe* 96(5):16–20.

- This article addresses assessment instruments, faculty role, and formative assessment, ultimately arguing that more time, effort, and ingenuity must be devoted to assessing student undergraduate learning. He also pushes for greater four-year assessment than solely capstone and emphasizes the importance of faculty to be on board with assessment. This article serves a bit as a call to action.

Keddie, Amanda, Martin Mills and Donna Pendergast. 2011. "Fabricating an Identity in Neo-Liberal Times: Performing Schooling as 'Number One.'" *Oxford Review of Education* 37(1):75-92.
DOI: 0.1080/03054985.2010.538528

- This article focuses on a largely mono-cultural college in Australia, but still presents applicable concepts to Grinnell. The authors critique the school's fabrication and performatively of identity in service of constructing a corporate identity through the discipline of faculty. They also mention that performative cultures direct focus away from social and equity outcomes. Through interviews, they present views from admin and teachers, revealing dissatisfaction with admin's disciplinary practices and a perception of mistrust in faculty capabilities. Other papers touched on similar themes of faculty feeling pressure and distrust from administration, but this one adds in a larger discussion of identity and social equity.

Kinzie, Jillian. 2019. "Taking Stock of Initiatives to Improve Learning Quality in American Higher Education Through Assessment." *Higher Education Policy* 32(4):577–95.

- This chapter traces the inception of learning outcomes assessment in the U.S. higher education system, describes its more "influential and enduring initiatives," expands on their role and impact on learning outcomes assessment, and then discusses six issues that represent the work that still needs to be done with SLO. The author takes a historical approach to tracing the origins of SLO assessment in the United States. This source could provide guidance for creating a culture of assessment at Grinnell.

Liu, Ou Lydia. 2012. "Student Evaluation of Instruction: In the New Paradigm of Distance." *Research in Higher Education* 53(4):471–86.

- In this piece, Liu analyzes the factors that impact student evaluation of online classes. The author does so by employing a two-level hierarchal model to reveal predictors of the quality of instruction. This source could be useful because course evaluations are all based for online courses at Grinnell for the foreseeable future. Understanding the way this new platform influences student evaluations could also help professors understand how to work towards improving their online instruction.

Loughman, Thomas P., and Neal F. Thomson. 2006. "Determining Faculty Attitudes Towards Assessment as Part of an Assessment Audit." *Proceedings of the Academy of Educational Leadership* 29(4):31–34.

MacDonald, Sarah K., Laura M. Williams, Rory A. Lazowski, S. Jeanna Horst, and Kenneth E. Barron. 2014. "Faculty Attitudes Toward General Education Assessment: A Qualitative Study About Their Motivation." *Research & Practice in Assessment* 9:74-90.

- This qualitative study investigated faculty attitudes towards general education assessment through semi-structured interviewing of six general education coordinators about their perceptions of student learning outcomes assessment. The authors identify suggestions for improving faculty motivation: increase faculty expectancies for assessment, include faculty in the process to increase perceived value, and rethink rewards efforts.

Madeloni, Barbara. 2014. "From a Whisper to a Scream: Ethics and Resistance in the Age of Neoliberalism." *Learning and Teaching: The International Journal of Higher Education in the Social Sciences* 7(1):79-91.

- As the title suggests, this article focuses on neoliberalism in teacher education, noting the pressure of audit culture and surveillance of accountability. Madeloni gives a personal account as a teacher-educator, drawing inspiration from bell hooks and Gloria Anzaldúa to discuss the issues of compliance to a central authority replacing responsibility to others within a neoliberal, capitalist setting. She brings a valuable, critical perspective to faculty views of assessment, one that strives towards social justice.

Marrs, Heath. 2009. "Perceptions of College Faculty Regarding Outcomes Assessment." *International Electronic Journal for Leadership in Learning*

McClellan, Jeffrey L. 2011. "Beyond Student Learning Outcomes: Developing Comprehensive, Strategic Assessment Plans for Advising Programmes." *Journal of Higher Education Policy and Management* 33(6):641–52.

- McClellan suggests an extended framework useful in developing comprehensive assessment programs. The author bases this framework off of the balanced scorecard concept and an expanded version of Bolman and Deal's (1991) organizational frames. Overall, this source seems like it could provide some information about how faculty can ensure the validity of their assessments.

McConlogue, Teresa. 2020. "Developing Inclusive Curriculum and Assessment Practices." pp. 137-150 in *Assessment and Feedback in Higher Education: A Guide for Teachers*. London, UK: UCL Press.

- This book chapter tackles the importance of inclusivity in assessment and curriculum development. Though the author is based at UCL in the UK, McConlogue discusses relevant barriers to participation, ways to create inclusive curriculum and assessment practices, and also includes guiding lists and questions. She offers more insight into where students are coming from through an analysis of systems of power. Since Grinnell tends to draw social-justice oriented individuals, considerations such as these are important factors in conversations about assessment.

McConlogue, Teresa. 2020. "Giving Good Quality Feedback." pp. 118–34 in *Assessment and Feedback in Higher Education: A Guide for Teachers*. UCL Press.

- McConlogue discusses why students are unhappy with the feedback they receive from their teachers and suggests methods to improve feedback and ensure its quality. The author does so through a review of relevant literature and her own knowledge. The information presented in this chapter (© 2021) is available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license (CC BY-NC-SA 4.0).

Moskal, Patrick, Taylor Ellis, and Thomas Keon. 2008. "Summary of Assessment in Higher Education and the Management of Student-Learning Data." *Academy of Management Learning and Education* 7(2):269–78.

- The authors outline positive and negative issues related to implementing and exercising program assessment and accreditation in higher education. The authors use information from the general assessment process at the University of Central Florida for some parts of their analysis. The information provided in this article may be useful during the data collection stage of the research because it can help inform the questions asked to Grinnell faculty, if a survey is disseminated.

Muljana, Pauline S., Paul M. Nissenoncademyaesea1t4 06 BDC 3 (is)(d(1)4 (e au)4 (th1is)(d(h026)-10 (a1 (d

They use the assessment culture matrix as their framework and suggest that the guiding principles of institutions that have an established culture of assessment are internally driven. This paper may be helpful through its inclusion of where beginning and progress institutions can learn from those with sustained cultures of assessment.

North Dakota. The authors reviewed their findings through developing defining features matrices to assess students' skills in identifying, distinguishing, and applying information. The article doesn't touch much on faculty attitudes and so it might not be as helpful, but perhaps it could offer insight on implementing programmatic change. This source could also be useful because it outlines how one sociology department worked collaboratively to assess student learning in their department.

Piascik, Peggy, and Eleanora Bird. 2008. "Evaluation, Assessment, and Outcomes in Pharmacy Education: The 2007 AACP Institute." *American Journal of Pharmaceutical Education* 72(5).

- In this piece, the authors describe the University of Kentucky College of Pharmacy's experience developing and implementing an assessment program. The authors also discuss the challenges they faced as well as the lessons they learned through the process. To do so, researchers presented the journey of the 18-month period where faculty worked together to develop the assessment program. This source could be useful during the second phase of research because we could learn from their challenges to develop an assessment culture at Grinnell.

Pifer, Meghan J., Vicki L. Baker and Laura G. Lunsford. 2019. "Culture, Colleagues, and Leadership: The Academic Department as a Location of Faculty Experiences in Liberal Arts Colleges." *Review of Higher Education* 42(2):537-564

- While not directly relating to assessment culture, this article illustrates the importance of department chairs at liberal arts colleges (including ones such as Oberlin). Through semi-structured interviews with 55 faculty members, they look at three main areas: culture, colleagues, and leadership. The insights presented in this paper, such as the influence of department chairs on department culture, may prove helpful in providing context for department-level attitudes of which assessment is situated within.

Pippin, Tina. 2014. "Roundtable on Pedagogy: Response: Renounce Grading?" *Journal of the American Academy of Religion* 82(2):348-55.

- In this piece, the author discusses the power of the grade as well as how different institutions approach grading. The author does so through delving into the literature and identifying various grading approaches across different 4-year institutions. This piece serves as a short piece that provides a lot of useful background information about the different ways various institutions approach this aspect of assessment as well as the benefits and limitations of their methods.

Powell, Charles. 2013. "Accreditation, Assessment, and Compliance: Addressing the Cyclical Challenges of Public Confidence in American

representing educational institutions, and leaders in accreditation agencies and regulatory affairs. He found two core themes: concerns about the value of accrediting bodies to member institutions and the challenges of accreditation and assessment. He identified six reemerging issues: value of transfer credit, prestige of accreditation, commodification of educations, requirements for creating a culture of assessment, federal control and regulation, and need for standardization. He breaks down each issue and calls for the future of accreditation to merge their strengths with a transparent mission.

Pullin, Diana C. 2012. "Assessment, Equity, and Opportunity to Learn." pp. 333-351 in *Assessment, Equity, and Opportunity to Learn*, edited by P. A. Moss, D. C. Pullin, J. P. Gee, E. H. Haertel, and L. J. Young. Cambridge University Press.

- This chapter discusses the relationship between assessment and opportunities to learn, bringing attention to the sociocultural conditions of learning and problems of inequity in assessment

Shireman, Robert. 2016. "The Real Value of What Students Do in College." *The Century Foundation*. Retrieved 13 February 2021. (<https://tcf.org/content/report/the-real-value-of-what-students-do-in-college/?session=1>)

- This article, mentioned in the next citation, points out the glaring inequity in our education system. Shireman centers his report on how government officials have pressed college accreditors to focus on student outcomes, arguing that evidence of student engagement in the curriculum is the best way to hold colleges accountable and encourage improvement as well as motivate students to graduate. This report offers a deeper look into the complexities of SLOs and offers alternative avenues.

Shireman, Robert. 2016. "SLO Madness." *Inside Higher Ed*. Retrieved 12 February 2021. (<https://www.insidehighered.com/views/2016/04/07/essay-how-fixation-inane-student-learning-outcomes-fails-ensure-acc002>)T.18 TD[3.l0 Tc 0 Tw 4028 0 Td(-)Tj0.002 Tc -0.002 Tw 0.33 0

Small, Alex. 2018. "Some Questions for Assessophiles." *Insider Higher Ed*. Retrieved 12 February 2021. (<https://www.insidehighered.com/views/2018/07/03/professor-questions-current-approaches-assessment-opinion>)

- Small, a professor at California State Polytechnic University, is not happy with the assessment movement. This piece consists primarily of targeted questions aimed at administrators, accreditors, and federal officials—the so-called “assessophiles.” If you want an inside look into an upset faculty member’s head, this one is perfect for you. Small conveys a feeling of a lack of trust from assessophiles towards faculty, and clearly displays his own a lack of trust towards them. His questions dig into and articulate feelings of

Stevenson, John F., Elaine Finan, and Michele Martel. 2017. "Measuring Assessment Climate: A Developmental Perspective." *Research & Practice in Assessment* 12.

- These authors take a developmental perspective on assessment culture and note the importance of faculty peer attitudes and collaboration with institutional leadership. They found communicated support from admin leaders and their commitment to motivating assessment as a critical element of realizing an assessment culture. This article serves as an example of how to measure “assessment climate” intended to assist others who are working towards building assessment capacity at their own institutions.

Stowell, Marie. 2004. “Equity, Justice and Standards: Assessment Decision Making in Higher Education.”

Tucker, Beatrice. 2014. "Student Evaluation Surveys: Anonymous Comments that Offend or are Unprofessional." *Higher Education* 68(3):347–58.

- In this piece, Tucker investigates the number of offensive or unprofessional student comments that students wrote during a 2010 semester. The author did so through an analysis of comments from 17, 855 surveys taken by students from an Australian university. This source is useful because it highlights the pros and cons of student evaluations, which could ultimately inform this team on different ways to provide professional feedback that could improve the student's and professor's experience.

Turner, Jim, and Gemma Briggs. 2018. "To See or Not to See? Comparing the Effectiveness of Examinations and End of Module Assessments in Online Distance Learning." *Assessment and Evaluation in Higher Education* 43(7):1048–60.

- In this piece, the authors present data from research looking into assessment effectiveness in an undergraduate online psychology module. For this piece, assessment effectiveness was described in terms of student satisfaction, pass rate, and level of pass rate. This source could be beneficial because it provides data that suggests that students perform slightly better overall when end of module assessments are used rather than examinations. The authors also advocate for the use of continuous assessment with an online course format.

Waldo, Jennifer. 2014. "Application of the Test of Scientific Literacy Skills in the Assessment of a General Education Natural Science Program." *The Journal of General Education* 63(1):1–14.

- Waldo assesses a general education natural science program through its ability to prepare and teach students. The author assesses the strengths and weaknesses of this science program by using the Test of Scientific Literacy Skills. This source could be useful during the second half of the research if the team were to provide suggestions for a self-evaluation among the different departments. Perhaps, inspired b,comM(o)3 (er)6 (al)3 (E)-3 (d)-3 (um)35g T83

•

Wang, Xueli, and Sarah Hurley. 2012. "Assessment as a Scholarly Activity?: Faculty Perceptions of and Willingness to Engage in Student Learning Assessment." *Journal of General Education* 61 (1):1-15. doi: <http://dx.doi.org.grinnell.idm.oclc.org/10.1353/jge.2012.0005>.

- This article explores the relationship between faculty's willingness to engage in student learning assessment with perceived benefits of assessment. They collected faculty survey data from a Midwestern liberal arts college and found that lack of motivation—not time constraints—represented a deterrent for faculty engagement. They additionally posit that faculty are more willing to engage in assessment if it is seen as a scholarly activity. This source is highly applicable to our research because it highlights factors related to faculty

Welsh, John F. and Jeff Metcalf. 2003. "Cultivating Faculty Support for Institutional Effectiveness Activities: Benchmarking Best Practices." *Assessment and Evaluation in Higher Education* 28(1):33-45. DOI: <https://doi.org/10.1080/02602930301682>

- This study examined faculty perspectives on accreditation through a mailed questionnaire sent out to 704 faculty serving on self-study steering committees. The authors emphasize three variables that are critical for faculty support for institutional effectiveness activities: institutional motivation, level of involvement or participation in institutional effectiveness activities, and the definition of quality. The findings and discussion are similar to the following studies conducted by Welsh. This study, in conjunction with the following two, offer helpful insight into faculty support and accreditation.

Welsh, John F. and Jeff Metcalf. 2003. "Faculty and Administrative Support for Institutional Effectiveness Activities." *The Journal of Higher Education* 74(4):445-468. DOI: <https://doi.org/10.1080/00221546.2003.11780856>

- This article outlines four variables impacting faculty and administrative support for institutional effectiveness: internal versus external motivation, depth of implementation, definition of quality, and level of involvement. Similar to the previous, they sent out a survey to faculty and administrators (386 faculty and 294 admin), finding that administrators were more likely to view activities as internally motivated, deeply implemented, define quality as student-outcomes-based, and perceive greater levels of personal involvement than faculty. However, it also showcased faculty support.

Welsh, John F., Joseph M. Petrosko, and Jeffery Metcalf. 2003. "Institutional Effectiveness Activities: Faculty and Administrator Support at Two-Year Institutions." *Community College Journal of Research & Practice* 27(2):75-94. DOI: <https://doi.org/10.1080/713838114>

- This study compares the attitudes of faculty and administrators in two-year colleges, using mailed surveys to ask 112 faculty and 90 administrators about perceptions of institutional effectiveness on a Likert scale. Support for institutional effectiveness was more prominent when activities improve institutional programs and services, not fulfill external mandates or accreditation criteria. Faculty involvement, being outcome-oriented, and implementation were additional critical points.

Whaley, David C., Steven Wickler, 1992. "Faculty Perceptions on Teaching Improvement." *NACTA Journal* 36(1):4-6.

- The authors discuss faculty perceptions on teaching improvements. The authors analyzed faculty perceptions based on a written questionnaire given to faculty. While this piece is older, it sheds light on something I had not thought about before, how do faculty perceive teaching at Grinnell and how does this impact their thoughts about assessment?

Worthen, Molly. 2018. "The Misguided Drive to Measure 'Learning Outcomes.'" *The New York Times*. Retrieved 13 February 2021.
(<https://www.nytimes.com/2018/02/23/opinion/sunday/colleges-measure-learning-outcomes.html>)

- Worthen gives her perspective as a professor at a big state university. She critiques the capitalist assessment industry including, she notes, tech companies and consulting firms