

Assessment Update Articles by Topic

If you are researching any of the topics listed below, we have provided links to relevant Assessment Update articles. In some cases, you will see a page appear where you need to click on “PDF Full Text” to access the article.

- **Assessment in the Disciplines (e.g., an article that discusses an assessment program in political science, history, psychology, etc.)**

[Closing the Loop: Assessing SLOs for Quantitative and Qualitative Models in Business Courses \(Page 9\)](#)

[A Snapshot of Chemistry Faculty Members' Awareness of Departmental Assessment Efforts](#)

[Focus on the Bottom-Line: Assessing Business Writing \(Page 5\)](#)

[Student Interpretation of Selected Degree Qualifications Profile Outcomes](#)

[Healthy Assessment: What Nursing Schools Can Teach Us about Effective Assessment of Student Learning \(Page 3\)](#)

[A Model for Integrating Assessment Across an Undergraduate Political Science Major](#)

[Using the Academic Skills Inventory to Assess the Biology Major](#)

[Exploratory Evidence of Accounting Majors' Motivation to Learn](#)

[Motivating Freshman Students in a Business Management Course via Portfolios: Practice from a Greek Public University](#)

[Assessing Student Understanding in and Between Courses in Chemistry](#)

[Assessing Students' Proficiency in Math and Science](#)

[Assessing Students' Proficiency in Information Technology](#)

[Rubrics and Adult Learners: Andragogy and Assessment](#)

[Assessment Practices for Distance MBA Programs: A Snapshot](#)

[Enhanced Learning in an Introduction to Sociology Course](#)

[Assessing Information Literacy and Technological Competence](#)

[Assessing Proficiency in Engineering and Technology Within a Multidisciplinary Curriculum](#)

[Becoming a Reflexive Mathematics Teacher: A Guide for Observations and Self-Assessment](#)

[Experience with Using Samples to Assess Students in the Major](#)

[Assessing MIS Programs Using Feedback from and Partnerships with Business and Industry](#)

[Using Assessment in General Chemistry Curriculum Redesign](#)

[Assessment in Engineering Begins a New Era](#)

[Assessing Engineering and Technology Student Learning Through Use of Student Portfolio Review](#)

- **Communication Skills**

[Using Student Focus Groups to Facilitate Communication and Improve the Learning Environment](#)

[Understanding the Gap Between High School and College Writing](#)

[Implementing Electronic Portfolios for Performance Assessment: A Pilot Program Involving a College Writing Center](#)

[Talking About Writing](#)

[Developing and Assessing Communication Effectiveness](#)

[Development of an Assessment Tool Measuring Medical Students' Integration of Scientific Knowledge and Clinical Communication Skills](#)

[When Discussing Assessment, We Need to Define Our Terms](#)

[Writing Assessment Instrument for Higher Order Thinking Skills](#)

- **Course-Embedded Assessment**

[Course Embedded Assessment Designs: Lessons from the MSC](#)

[Beyond the Grade: Developing Opportunities for Course-Embedded Assessment \(Page 9\)](#)

[Using Curriculum-Embedded Assessments of Student Learning: Establishing a Model for Internal Benchmarking \(Page 9\)](#)

[Introducing and Evaluating Course-Embedded Assessment in General Education](#)

- **Critical Thinking**

[A System for Fostering and Assessing Writing and Critical Thinking Skills](#)

[Assessing Critical Thinking Skills in Students with Limited English Proficiency](#)

[Washington State University Critical Thinking Project: Improving Student Learning Outcomes Through Faculty Practice](#)

[Developing and Assessing Critical Thinking and Lifelong Learning Skills Through Student Self-Evaluations](#)

[Linking Domains of Learning to Program Outcomes Through Critical Thinking](#)

[Problem-Solving and Critical Reading Outcomes Expected by Faculty, Employers, and Policymakers](#)

[Critical Thinking Assessment at the University of Missouri, Columbia](#)

[Measuring Critical Thinking Outcomes Via the Capstone Course Paper](#)

[Using Surveys to Measure Critical Thinking Outcomes](#)

- **Culture of Continuous Improvement/Culture of Assessment**

[Embracing Students as Equal Stakeholders in a Culture of Assessment](#)

[Bottom Up: Institutional Collaboration and the Creation of an Assessment Culture \(Page 6\)](#)

[Building a Culture of Assessment: Ode to Musun, Baker, and Fulmer \(Page 10\)](#)

[Building a Culture of Assessment in the Arts and Sciences \(Page 3\)](#)

[The Art of Making Assessment Anti-Venom: Injecting Assessment in Small Doses to Create a Faculty Culture of Assessment](#)

[The Role of the Quality Enhancement Plan in Engendering a Culture of Assessment](#)

[Doing Assessment as If Teaching Matters: Changing the Assessment Culture in an Academic Division](#)

[Creating a Culture of Assessment Within West Virginia University's Student Affairs Division](#)

[Building a Campuswide Culture of Assessment: Including Nonacademic Departments in the Process](#)

[Creating an Assessment Culture at Eastern Michigan University: A Decade of Progress](#)

[Incorporating Assessment into the Culture of a University](#)

[Building Campus Support One Brick at a Time](#)

[New Kid on the Block: Becoming a Culture of Assessment--A Work in Progress](#)

[Creating and Sustaining an Assessment Culture](#)

[Continuous Improvement in the Accreditation Arena](#)

[Classroom Assessment and Continuous Quality Improvement Techniques: Two Sides of the Same Coin](#)

- **Faculty Development/Professional Development**

[Strengthening Foundations for Assessment Initiatives through Professional Development](#)

[Developing an Assessment Plan for a Professional Program: A Collaborative Success \(Page 8\)](#)

[Faculty Development for Online Institutions \(Page 6\)](#)

[The Role of an Institution-Level Assessment Committee in Faculty Professional Development Initiatives \(Page 9\)](#)

[Expanding Professional Development Opportunities to Enhance the Assessment Process](#)

[Unite and Conquer: A Collaborative Approach to Faculty Development](#)

[Encouraging Buy-in to Assessment in Student Affairs via Professional Development Workshops](#)

[The Use of Syllabi in Assessments: Unobtrusive Indicators and Tools for Faculty Development](#)

- **General Education**

[Assessment Trends: A Ten-Year Perspective on the Uses of a General Education Assessment](#)

[Closing the Loop: How an Assessment Project Paved the Way for GE Reform](#)

[Developing and Implementing a Multidisciplinary Approach to Assess CT in General Education \(Page 7\)](#)

[An Improvement Strategy for General Education \(Page 9\)](#)

[Creating a Culture of General Education Assessment](#)

[Assessing the General Education Elephant](#)

[Using Kansas Study and National Community College Benchmark Project Information for Assessment of General Education](#)

[SUNY's General Education Assessment Initiative](#)

[A Planned-Change Perspective on Faculty-Driven General Education Assessment](#)

[General Education Assessment at Suffolk County Community College: Lessons in Validating Measures and Closing the Loop](#)

[General Education Assessment at Farmingdale State University: Creating a Central Core of Educational Values](#)

[General Education Assessment at SUNY Fredonia: Building on a Solid Assessment Foundation](#)

[Understanding Student Learning Outcomes Through Narrative Transcript Analysis: Assessing General Education in an Institution Without Grades or Required Courses](#)

[Systemwide Assessment of Utah's General Education Courses](#)

[Introducing and Evaluating Course-Embedded Assessment in General Education](#)

[Assessing General Education Core Objectives](#)

[Using Classroom-Based Assessment for General Education](#)

[Finding Balance in General Education Assessment](#)

[Development of a Performance-Based Model for Assessment of General Education](#)

- **Involving Undergraduates in Assessment**

[Involving Undergraduates in Assessment: Assisting Peers to Provide Constructive Feedback](#)

[A Call for Student Involvement in the Push for Assessment \(Page 4\)](#)

[Including Students in Student Assessment \(Page 7\)](#)

[Keeping the Faces of the Students in the Data](#)

- **Portfolios**

[Program Portfolio Analysis: Evaluating Academic Program Viability and Mix \(Page 7\)](#)

[Mission Accomplished! The Development of a Competence-based E-portfolio Assessment Model](#)

[Launching E-Portfolios: An Organic Process](#)

[Assessing Deep Learning: Using a Portfolio to Evaluate Gains in Critical Inquiry among First-Year Students \(Page 8\)](#)

[Motivating Freshman Students in a Business Management Course via Portfolios: Practice from a Greek Public University](#)

[Assessment of the First-Year Experience at the University of Charleston: Using Portfolio Completion Rates as an Indicator](#)

[Implementing Electronic Portfolios for Performance Assessment: A Pilot Program Involving a College Writing Center](#)

[Electronic Portfolios for Accreditation?](#)

[Automated Essay Scoring for Electronic Portfolios](#)

[Portfolio Assessment: Benefits, Issues of Implementation, and Reflections on Its Use](#)

[The Amsterdam Faculty of Education's Digital Portfolio](#)

[Portfolios as Assessment of Prospective Teachers for Licensure](#)

[Electronic Portfolios and the Assessment of Student Learning](#)

[Portfolio Assessment: Integrating Goals and Objectives with Learner Outcomes](#)

[Using Portfolios to Assess Employment Preparedness](#)

[Assessing Engineering and Technology Student Learning Through Use of Student Portfolio Review](#)

- **Rubrics**

[Rubric-Based Mapping for Institutional Curriculum Development Projects](#)

[The Broadcast Education Association's Model Rubrics Project: Building Consensus One Rubric at a Time \(Page 5\)](#)

[What Is a Rubric?](#)

[Sadly, Rubrics Are Not for Everyone](#)

[It's New, But Is It Learning? Assessment Rubrics for Intercultural Learning Programs](#)

[Involving Graduate Teaching Assistants in Freshman Composition in Rubric Implementation](#)

[Rubrics and Adult Learners: Andragogy and Assessment](#)

[A Rubric for Assessing in the Affective Domain for Retention Purposes](#)

[Development of a Rubric to Evaluate Academic Program Assessment Plans at North Carolina State University](#)

- **Student Affairs/Student Life Assessment**

[Promoting Student Affairs Buy-in for Assessment: Lessons Learned \(Page 4\)](#)

[Applying Qualitative Techniques to Assessment in Student Affairs \(Page 5\)](#)

[Encouraging Buy-in to Assessment in Student Affairs via Professional Development Workshops](#)

[Developing a Strategic Plan for Assessment in Student Affairs](#)

- **Surveys**

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[Implementing the Class-Level Survey of Student Engagement: First Impressions and Findings \(Page 5\)](#)

[Took Survey. Got Shirt: Using Effective Educational Practices to Maximize NSSE Response Rates](#)

[Development of a National Survey for Secondary Mathematics Teacher Education Programs \(Page 5\)](#)

[Assessment Measures Using the IUPUI Faculty Survey to Assess Civic Engagement](#)

[Using the College Student Survey to Assess Student Perceptions and Achievement](#)

[Assessing a Learning Community Program Through a Student Survey](#)

[Lessons Learned from Surveying Employers](#)

[Electronic Survey Administration: Assessment in the Twenty-First Century](#)

[The Cooperative Institutional Research Program Freshman Survey and Your First College Year: Using Longitudinal Data to Assess the First Year of College](#)

[Developing a Survey to Assess Student Learning Outcomes in Academic Advisement](#)

[Presenting Survey Data to Encourage Action](#)

[Net.Collect: Internet-Based Survey Research](#)

[Customquiz: Utilizing the World Wide Web for Internet-Based Tests and Surveys](#)

[Survey Pro: Essential Technology for Conducting Survey Research](#)

[A Regional Accrediting Commission's Survey on Student Outcomes Assessment and Its Response](#)