

Annotated Bibliography for Assessment Culture Literature

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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 four-frame approach: structural, human resource, political, and symbolic.

Bahous, Rima, and Mona Nabhani. 2015. "Faculty Views on Developing and Assessing Learning Outcomes at the Tertiary Level." *The Journal of General Education: A Curricular Commons of the Humanities and Sciences* 64(4):294–309.

- In this piece, the authors examine faculty views on assessing students learning outcomes and provide recommendations for enhancing the development and assessment of student learning outcomes. Although these researchers focused on universities in the Arab world, some of their recommendations may still apply.

Barrette, Catherine M., and Kate Paesani. 2018. "Conceptualizing Cultural Literacy through Student Learning Outcomes Assessment." *Foreign Language Annals* 51(2):331–43.

- The authors attempt to gain insight into the relationship between disciplinary principles and student learning outcomes (SLO) through describing the process of applying cultural literacy to student learning outcomes assessment. Their methods included analyzing assessment documents using qualitative content analysis. This source could be useful because the authors demonstrate that cultural literacy can provide a means of "uniting diverse departmental subdisciplines," (333) which could be presented during the second phase of the research as a possible way to design and measure student learning outcomes.

Bass, Larry, James C. Roads, and Dan B. Thomas. 2016. "Are Quests for a 'Culture of Assessment' Mired in a 'Culture War' Over Assessment? A Q-Methodological Inquiry." *SAGE Open* 1-17.
DOI: 0.1177/2158244015623591

- This article combines a comb of the literature with responses from forty faculty and administrators from various institutions. The authors present dual narratives: those supporting the assessment movement and those who are more skeptical. They break down

the narratives as Factor A (dubbed “Anti-Assessment Stalwarts”) and Factor B (“Defenders of the Faith”), wrestling with the potential of reconciliation.

Bennett, Michael, and Jacqueline Brady. 2012. “A Radical Critique of the Learning Outcomes Assessment Movement.” *The Radical Teacher* 94:34–47.

- His article offers another perspective that critically interrogates the Learning Outcomes Assessment Movement (LOA), addressing concerns about standardization and social efficiency in terms of capital and corporate interest. It may offer insight into faculty resistance and attitude. Notably, this article is a bit more general, so while the authors talk about higher education, they also consider education more broadly through a social lens.

Bird, Fiona L. 2014. “Assessment in Biology: Trends, Problems and Solutions.” *International Journal of Innovation in Science and Mathematics Education* 22(2):85–99.

- Bird discussed the four major problems in biology assessment and possible solutions. To do so, Bird conducted a literature review of research conducted over the last decade. This source could be beneficial to more than just Grinnell’s biology department because it may inspire them to think about how to improve their current assessment efforts and evaluate the impact that their assessments have on student learning.

Birenbaum, Menucha. 2014. “Conceptualizing Assessment Culture in School.” pp. 285–303 in *The Enabling Power of Assessment: Designing Assessment for Quality Learning*, edited by C. Wyatt-Smith C, V. Klenowski, and P. Colbert P. Dordrecht, Netherlands: Springer.

- This chapter explores assessment culture through a complex-systems framework, focusing on classroom learning and teacher professional learning. Additionally, the chapter addresses the school locus of control, regulation, and adaptation to external demands such as accountability. This chapter may be useful in providing more information on assessment culture as a concept and mindset.

Boleslavsky, Raphael, and Christopher Cotton. 2015. “Grading Standards and Education Quality.” *American Economic Journal: Microeconomics* 7(2):248–79.

- The authors compare the outcomes when there are strong grading standards that fully reveal graduate ability to outcomes where schools strategically design grading policies to compete to place students. To do so, they introduce relevant literature as well as their strategic grading model. This source is useful because it provides a definition for two distinct types of grading, which ultimately helps us understand the many ways different universities approach assessment.

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 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. "Making Assessment Everyone's Business: The Use of Dialogue in Improving Teaching and Learning." *Human Architecture: Journal of the Sociology of Self-Knowledge* 6(1):17-26.

- This study sought ways to effectively engage assessment through a communication perspective. Chetro-Szivos and Mackenzie discuss dialogue as a means to create a new language about assessment and build a more positive assessment culture. For instance, they mention that the faculty who participated in their study made the connections between courses and department curriculum more evident and resulted in motivating faculty as a community.

Chin, Jeffrey, Mary S. Senter and Roberta Spalter-Roth. 2011. "Love to Teach, but Hate Assessment?" *Teaching Sociology* 39(2):120-126.

- Drawing from research conducted by the American Sociological Association, the authors posit that sociologists are well-positioned to play important roles in assessment plans due to interdisciplinary training and methodological skills. They discuss assessment in higher education using surveys that were disseminated to department chairs. The article argues for a strong link between assessment and teaching, emphasizing faculty's role in the assessment process including reflection practices and creating innovative classroom pedagogies. The authors further provide quotes from other literature that highlight faculty opinions towards assessment, which is especially useful for this project.

Clark, Roger and Rachel Filinson. 2011. "Kicking and Screaming: How One Truculent Sociology Department Made Peace with Mandatory Assessment." *Teaching Sociology* 39(2):17-137. DOI: DOI: 10.1177/0092055X11400439

- The authors present a case study of their experience, addressing professionalization and feelings of incursion on the part of admin decision making. Clark and Filinson question the authenticity of employee participation and professional integrity, holding meetings with faculty and receiving student feedback. Their experience was that of an 11-member sociology department at Rhode Island College and offers a valuable perspective from faculty towards assessment on a departmental level. The paper includes a section that outlines the lessons they have learned and could be useful in determining ways to turn assessment into a tool to foster teaching and learning rather than a "bureaucratic ritual."

Close, Steve M. 2007. "Assessments of Students' Learning, for Better or Worse." Letters to the Editor, *The Chronicle of Higher Education*. Retrieved 13 February 2021. (<https://www.chronicle.com/article/assessments-of-students-learning-for-better-or-worse/>)

- Close responds to Fendrich, tearing into her anti-assessment argument. He comes from a similar position; he was also chosen to be the assessment coordinator for the department but took a markedly different approach—and attitude—as Fendrich. Combined, these articles illustrate two sides of the same coin.

Conn, Daniel R. and Michelle Tenam-Zemach. 2019. "Confronting the Assessment Industrial Complex: A Call for a Shift from Testing Rhetoric." *Journal of Curriculum Theorizing* 34(3):122-135.

- This article goes over what the Assessment Industrial Complex is (corporate interests and neoliberal and neoconservative education reforms), how it operates, and discusses how the rhetoric of high-stakes testing negatively impacts education and society at large. Not as directly connected to higher ed, this source still offers some valuable insights into concerns around assessment regarding equity and social justice.

Cowie, Bronwen and Beverley Cooper. 2017. "Functions of Assessment in Relation to Sociocultural Teacher Education Approaches." pp. 963-978 in *The SAGE Handbook of Research on Teacher Education*, edited by D. J. Clandinin and J. Husu. London: SAGE Publications Ltd. doi: 10.4135/9781526402042.

- This piece focuses on three main themes through a sociocultural framework: how assessments shapes identities, the implications of assessment as a social and cultural practice and product, and finally, the role assessment can play in developing shared understandings and communities. Cowie and Cooper delve into the teacher's position within assessment and explore power relations embedded throughout the process. I believe this paper helps to flesh out assessment beyond whether faculty are for or against certain practices and approaches.

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 on the evaluation/assessment capacity for university foreign language programs. Davis utilized questionnaire data from 204 university language educators for this research. The purpose of the questionnaire was for educators to report on their program assessment activities. This source could be useful during the second phase of the research because it provides an additional framework, the student learning outcome assessment capacity framework, for educators to consider when assessing the functionality of their student learning outcomes.

Day, Indira N.Z., F.M. van Blankenstein, P. Michiel Westenberg and W.F. Admiraal. 2018. "Teacher and Student Perceptions of Intermediate Assessment in Higher Education." *Educational Studies* 44(4):449-467. DOI: 10.1080/03055698.2017.1382324

- As the title suggests, this article discusses both the student and faculty perception of intermediate assessment. While the groups had generally positive perceptions of assessment, they provided different reasons, with teachers noting the use of assessments to test knowledge and skills. Notably, this study was conducted in the Netherlands, but the discussion still seems applicable to our conversations. This is also an article that details positive reactions by faculty, which may help balance out our current literature.

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 the need for a sequential approach when developing an inclusive curriculum and the inclusion of student voices. He argues this reconceptualization of classroom pedagogy will transform teaching and ultimately aid in the liberation of education.

Ebersole, Tara Eisenhauer. 2009. "Postsecondary Assessment: Faculty Attitudes and Levels of Engagement." *Assessment Update* 21(2):1-14.

- This study sought to answer questions regarding faculty perception around the purpose of course-level assessment, the extent to which faculty were actively engaged in stages of assessment, and whether there was a point in the assessment process where faculty attitude changed. Ebersole interviewed nine faculty members, finding a generally positive attitude, a stressed importance for time and communication, and repeated commentary on positive interactions with other faculty members. Though the sample size is small and not generalizable, this article offers insight into attitudes towards course-level assessment.

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 at Grinnell ultimately aims to do.

Falkoff, Michelle. 2020. "Moving Beyond Student Teaching Evaluations." pp. 261–64 in *The Academic's Handbook, Fourth Edition: Revised and Expanded*, edited by L. Flores and J. Olcott. Duke University Press.

- In this chapter, Falkoff argues that a holistic approach to faculty evaluations is more appropriate than solely relying on student evaluations. The author discusses the role that the professor's gender and students' frustration with the difficulty of the course plays in the reliability of student evaluations. The author does so through discussion of her own experiences at Northwestern. This information is useful because it explains what student evaluation is and the extent of its reliability in assessing teaching skills.

Fendrich, Laurie. 2007. "A Pedagogical Straitjacket." Letters to the Editor. *The Chronicle of Higher Education*. 13 February 2021. (<https://www.chronicle.com/article/a-pedagogical-straitjacket/>)

- Fendrich feels rather strongly about outcomes-assessment practices, calling them "grotesque" and "scams run by bloodless bureaucrats." For context, she comes from the position of a fine arts professor who was picked to lead the department's outcomes-assessment committee and then worked for four years only to essentially be told they had gone about it wrong. Unafraid to share her honest opinion, this piece provides insight into the strong feelings of some faculty members and the sense of division between those who believe in assessment and those who begrudgingly comply.

Feuerstein, Abe. 2015. "Rituals of Verification: Department Chairs and the Dominant Discourse of Assessment in Higher Education." *Journal of Higher Education Theory and Practice* 15(6):38-51.

- This article investigates the views of department chairs in a mid-sized liberal arts college. Since department chairs can serve critical roles in implementing systems of assessment, Feuerstein uses them as a way to explore assessment efforts on campus. He interviewed department chairs across divisions (humanities, social sciences, natural sciences and mathematics), finding concerns over confusion about doing assessment and some recognized benefits of the assessment process—as well as the drawbacks. This article provides more insight into faculty attitudes at a liberal arts college in addition to offering the perspective of department chairs in a larger conversation about assessment practices.

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 in informing our methods and providing background.

Fuller, Matthew B., Susan T. Skidmore, Rebecca M. Bustamante, and Peggy C. Holzweiss. 2016. "Empirically Exploring Higher Education Cultures of Assessment." *Review of Higher Education* 39(3):395-429.

- Using a nation-wide, stratified random sample and a breakdown of existing literature, this study hopes to inform institutional assessment practice by empirically measuring assessment culture factors such as faculty perceptions, use of data, sharing, compliance or fear motivators, and normative purpose of assessment. Further, the study details a potential model for cultures of assessment through examining administrator's attitudes, perceptions, beliefs, assumptions, and values.

Fuller, Matthew B., and Susan Troncoso Skidmore. 2014. "An Exploration of Factors Influencing Institutional Cultures of Assessment." *International Journal of Educational Research* 65:9-21. DOI: <http://dx.doi.org/10.1016/j.ijer.2014.01.001>

- This article explores the *Survey of Assessment Culture* by developing a three-factor model that includes clear commitment, connection to chance, and vital to institution. The authors used a stratified, random sample of 902 U.S. directors of institutional research and assessment and administered a survey about cultures of assessment. They push for clearer, widely understood frameworks for engaging in assessment and ensuring practices are consistent with values, objectives, and obligations.

Furco, Andrew, and Barbara E. Moely. 2012. "Using Learning Communities to Build Faculty Support for Pedagogical Innovation: A Multi-Campus Study." *The Journal of Higher Education* 83(1):128-153.

- This article details how learning communities helped enhance faculty's support for institutional innovation, thus reducing faculty resistance. They conducted a three-year study for a service-learning consortium across eight institutions and held seminars to assess how attitudes changed and encourage a better understanding of institutional support and innovation. This might help building a better assessment culture.

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*. Retrieved 12 February 2021. (<https://www.chronicle.com/article/an-insiders-take-on-assessment-it-may-be-worse-than-you-thought/>)

- Gilbert is not convinced that assessment is going to improve anything. In fact, he pulls from an article by David Eubanks (the link would not work for me) to comment on ineffective methodology and the demanding amount of time and effort, in addition to expertise, that he argues is required for meaningful assessment practices. Gilbert asserts that people in the assessment world have known about its ineffectiveness and blamed faculty, discounting faculty expertise. He also connects the rise of learning-outcomes assessment to the expansion of adjunct faculty, growing dual enrollment, and spread of online education. Overall, this short article offers another perspective of resistance.

Gordon, Michael E., and Charles H. Fay. 2010. "The Effects of Grading and Teaching Practices on Students' Perceptions of Grading Fairness." *College Teaching* 58(3):93–98.

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

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

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

Grunwald, Heidi, and Marvin W. Peterson. 2003. "Factors that Promote Faculty Involvement in and Satisfaction with Institutional and Classroom Student Assessment." *Research in Higher Education* 44(2):173-204.

Doi: <http://dx.doi.org.grinnell.idm.oclc.org/10.1023/A:1022051728874>.

- This article looks at institutional factors which promote faculty satisfaction and support for student assessment, examining faculty involvement in institutional practices as well as in their own classrooms. The study surveyed seven institutions and found that external influences, faculty uses, and perceived benefits of professional development practices are all significant predictors of faculty involvement in assessment. This source is beneficial to our research because it outlines institutional factors that predict faculty involvement and satisfaction in student assessment activities. Perhaps the institutional policies and perceptions on assessment from these seven institutions are like those of Grinnell's?

Guetterman, Timothy C., and Nancy Mitchell. 2016. "The Role of Leadership and Culture in Creating Meaningful Assessment: A Mixed Methods Case Study." *Innovative Higher Education* 41(1):43-57. doi: <http://dx.doi.org.grinnell.idm.oclc.org/10.1007/s10755-015-9330-y>.

- This case study for a faculty inquiry project explores the relation between organizational context and commitment to assessment, including how faculty use assessment data. 26 faculty leaders teaching gen-ed courses participated in the case study, representing all eight undergraduate colleges of the University of Nebraska-Lincoln and employing both qualitative and quantitative approaches. The authors focus on improving learning rather

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 & Evaluation in Higher Education* 40(4):528-541.

- This article is another international piece (New Zealand). Like previous papers, it looks at students and lecturers' attitudes towards grading and assessment procedures through 62 in-depth interviews. The authors discuss the idea of slow scholarship as a way to rethink and support a positive shift in assessment culture. I am not sure how much "slow movement" we can do right now with our term system, but hopefully this mindset will be more applicable in the future.

Harris, Lois Ruth and Joanne Dargusch. 2020. "Catering for Diversity in the Digital Age: Reconsidering Equity in Assessment Practices." pp. 95-110 in *Re-imagining University Assessment in a Digital Age*, edited by M. Bearman, P. Dawson, R. Aijawi, J. Tai, and D. Boud. Cham, Switzerland: Springer.

- This chapter addresses equity in assessment practices within the digital age—an issue especially prominent now. This chapter pulls from 53 interviews with first year undergraduate students belonging to low SES backgrounds in Australia. The authors identified three sites of assessment inequity: student assessment self-efficacy, prior preparation, and external pressures. While not dealing with faculty attitudes, I think that this piece highlights important considerations from the students' perspective that faculty might be cognizant of in their opinions towards assessment.

Haviland, Don, Seon-hi Shin and Steve Turley. 2010. "Now I'm Ready: The Impact of a Professional Development Initiative on Faculty Concerns with Program Assessment." *Innovative Higher Education* 35(4):261-275.

- This case study focuses on faculty support of innovation as program assessment in the context of professional development. The authors held workshops and developed surveys for pre- and post-workshop series and conducted seven interviews, identifying three main categories of concerns: attitudes regarding value of assessment, understanding of the assessment system, and confidence in the ability to carry out assessment work. They note the problem of a compliance mentality and argue that focused faculty professional development on assessment with admin support can nurture more positive attitudes towards assessment. Additionally, they note the importance of opportunities for faculty to engage in meaningful assessment-related work with colleagues.

Heard, Matthew. 2014. "Repositioning Curriculum Design: Broadening the Who and How of Curricular Invention." *College English* 76(4):315–336.

- Perhaps a more periphery article, this paper discusses innovative ways to go about curriculum design. Heard outlines five main principles for how he frames inventive design, and the fourth addresses assessment and cultures of assessment. He frames assessment as a part of an inventive design process, supporting inquiry and revision. This angle of

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 could also enhance student learning.

Jankowski, Natasha A. and Ruth C. Slotnick. 2015. "The Five Essential Roles of Assessment Practitioners." *Journal of Assessment and Institutional Effectiveness* 5(1):78–100.

- This article expands our understanding of assessment by looking at the role of assessment practitioners. The authors analyzed job descriptions, used storytelling through interviews (conducting four in total), and had a researcher reflection journal. The authors found five key conceptualizations of roles: assessment/method expert, narrator/translator, facilitator/ guide, political navigator, and visionary/believer. Since assessment practitioners may have the ability to help foster cultures of assessment, understanding their roles could be beneficial in our own work.

Jennings, Patricia K., Beth Rienzi, and Laramee Lyda. 2006. "Assessing Student Learning: A Case Study." *Teaching Sociology* 34 (3):286-295.

- This case study takes place in the Sociology Department at California State University-Bakersfield where the assessment team used an embedded assessment technique (an essay for a capstone course) to measure three program objectives regarding a program goal. With findings from 29 students, faculty generated an "agenda for change" which include: revising the essay assignment, revising program goals and objectives, incorporate theory and methods throughout the curriculum, design and implement formative assessment measures, and address faculty concerns about workload and autonomy. The authors delve more into faculty reactions re: workload and autonomy, which may be helpful for our purposes.

Jonson, Jessica L., Robert J Thompson Jr., Timothy C. Guetterman, and Nancy Mitchell. 2017. "The Effect of Informational Characteristics and Faculty Knowledge and Beliefs on the Use of

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.

Lane, Michael R., Peggy L. Lane, John Rich and Barbara Wheeling. 2015. "Improving Assessment: Creating a Culture of Assessment with a Change Management Approach." *Journal of Case Studies in Accreditation and Assessment* 4:1-11.

- This article follows a School of Business's change management approach to create a culture of assessment. They discuss establishing a sense of urgency, forming powerful guiding coalitions, developing vision and strategy, communicating said vision, empowering others to act, planning short-term wins, consolidating improvements, and institutionalizing new approaches. They are less focused on faculty attitudes.

Lapin, Eric J. 2020. "Arts Curriculum for the Actual Arts Economy." *Inside Higher Ed*. Retrieved 13 February 2021. (<https://www.insidehighered.com/views/2020/09/23/way-colleges-often-teach-art-students-hasnt-appropriately-prepared-them-opinion>)

- This short piece isn't as explicitly about curriculum mapping, but it does illustrate the tension between deliberation in mapping and a rapidly changing world through the lens of the arts and COVID-19. While I hope teaching goes beyond the job market, Lapin makes some valid points about considering our current context and the never-ending grind of capitalism. I am also curious how the Innovation Fund plans to incorporate the impact of COVID-19 into conversations around assessment.

Laverty, James T., Sonia M. Underwood, Rebecca L. Matz, Lynmarie A. Posey, Justin H. Carmel, Marcos D. Caballero, Cori L. Fata-Hartley, Diane Ebert-May, Sarah E. Jardeleza, and Melanie M. Cooper. 2016. "Characterizing College Science Assessments: The Three-Dimensional Learning Assessment Protocol." *PLoS ONE* 11(9):1-21.

- The authors discuss the use of the Three-Dimensional Learning Assessment Protocol (3D-LAP) at a 4-year institution to identify assessment tasks in science courses that have the potential to evoke proof of three-dimensional learning. Their results demonstrated that the 3D-LAP can be used to characterize tasks as "having the potential to elicit evidence that the student engaged with a scientific practice, crosscutting concept, and/or core idea" (16). The results presented through the 3D-LAP could be presented to science faculty at Grinnell as an additional way to assess student learning at multiple levels and make comparisons between assessments.

Liu, Ou Lydia, Brent Bridgeman, and Rachel M. Adler. 2012. "Measuring Learning Outcomes in Higher Education: Motivation Matters." *Educational Researcher* 41(9):352-62.

- In this piece, the authors mainly focus on the ways that assessment scores are influenced by student's motivation. The methods for this piece included the administration of a 40-minute version of the ETS Proficiency Profile to their random sample of students across three different institutions. This source is useful because the authors provide ways to increase test taker's motivation on low stakes tests, which could help faculty when it comes to revising or rethinking their current assessment strategies.

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 hierarchical 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* 11(1):43-47.

- This short article details an exploratory study done with a business college of a medium-sized public university in the Southeastern US. The authors used an attitudinal survey to gauge faculty perceptions and buy-in towards assessment practices, finding that stressing the perceived value of assessment in improving educational outcomes is an important factor in alleviating faculty resistance. The sample size is quite small (consisting of 12 faculty members), but their approach to studying assessment resistance from faculty represents another way of addressing such issues.

Lubinescu, Edward S., James L. Ratcliff, Maureen A. Gaffney. 2001. "Two Continuums Collide: Accreditation and Assessment." *New Directions for Higher Education* (133):5-21.

- This article addresses the relationship between assessment and accreditation in higher education by breaking it down into program and institutional. This text may serve best as background info. It also includes discussions on why assessment regarding accreditation is important for colleges and universities, which might compliment other papers' notice of faculty's resistance in fulfilling accreditation-related processes.

MacArthur, Jan. 2016. "Assessment for Social Justice: The Role of Assessment in Achieving Social Justice." *Assessment & Evaluation in Higher Education* 41(7):967-981.

- This article looks at assessment for social justice, referring both to justice of assessment within higher education and the role of assessment in nurturing learning that will promote greater social justice. The author draws on two conceptualizations of social justice—the capabilities approach and critical theory—to consider assessment through different lenses. She seeks to critique current assumptions about justice and fairness, offering no easy solutions. Framing assessment as tool towards social justice (or as some articles allude, "fairness") may be beneficial in the context of Grinnell culture.

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* 13(2):1-9

- In a small case-study, Marrs interviewed three faculty members at a liberal arts college about their understandings, reactions, and concerns about the assessment movement. All three responses indicated a perceived reliance on quantitative measures, an element of holding faculty accountable, and identifying learning objectives. Marrs noted concerns about quantifying learning and a variety of understandings regarding "assessment." While the sample size is quite limited, the faculty responses may be insightful.

Martin, Florence, Albert Ritzhaupt, Swapna Kumar, and Kiran Budhrani. 2019. "Award-Winning Faculty Online Teaching Practices: Course Design, Assessment and Evaluation, and Facilitation." *Internet and Higher Education* 42(2019):34-43.

- The authors present a conceptual framework that focuses on online course assessment, as well as online course design, evaluation, and facilitation. The authors interviewed eight award-winning online faculty members in the United States to guide their conceptual framework and provide suggestions for future online teaching practice. This piece provides important information with respect to the types of assessments (quizzes, discussion forums, papers, etc.) that faculty members recommend to assess students in online classes.

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 could be beneficial when researching how professors at Grinnell assess.

McConlogue, Teresa. 2020. "Peer and Collaborative Assessment." pp. 99–119 in *Assessment and Feedback in Higher Education: A Guide for Teachers*. UCL Press.

- In this chapter, the author discusses the pros and cons of incorporating students in the assessment process. The author does so through presenting relevant literature as well as her own knowledge. This information could be useful during the next phase of research because there may be some professors at Grinnell that allow their students to co-design assessment tasks and make judgement calls about their own work or their peer's work.

Mccullough, Christopher, and Elizabeth Jones. 2015. "Creating a Culture of Faculty Participation in Assessment." *Journal of Assessment and Institutional Effectiveness* 4(1):85.

- The authors examined faculty perceptions of assessment at their institution and identified factors that are associated with positive and negative faculty satisfaction with assessment.

To do so, the authors employed a qualitative study. This source is very useful because it provides data that outlines the factors that increase and decrease faculty satisfaction with assessment, which is useful to help us understand how to create an assessment culture at Grinnell. Additionally, their methods could help inform ours.

Mckitrick, Sean A., and Sean M. Barnes. 2012. "Assessment of Critical Thinking: An Evolutionary Approach." *Journal of Assessment and Institutional Effectiveness* 2(1):1-29.

- This article details a university's experience with assessing critical thinking and pushing for an evolutionary approach which includes faculty feedback over several stages (development, enculturation, refinement) of implementation. This paper illustrates how the university, namely the administration and a faculty senate, wrestled with external pressures of accreditation to develop approaches to assess critical thinking. This source fits with others in providing a sort of "how-to" insight.

Melguizo, Tatiana, and Hamish Coates. 2017. "The Value of Assessing Higher Education Student Learning Outcomes." *AERA Open* 3(3):1-2. DOI:10.1177/2332858417715417

- In this piece, the authors focused on the challenges associated with creating nationwide or systemwide assessment systems. Their methods included a review of eight articles on the topic of assessment through the American Educational Research Association. The articles selected represent international contributions to the literature. This source could be useful for us because it may identify international opinions on assessment in higher education. Additionally, the authors mention that two of the articles they reviewed: "focus on the challenges associated with creating nation- or systemwide assessment systems" (1).

Miller, Will. 2018. "A Defense of a Collaborative Approach to Assessment." *Inside Higher Ed*. Retrieved 12 February 2021.

(<https://www.insidehighered.com/views/2018/07/19/faculty-should-work-together-improve-assessment-opinion>)

- Miller shares his experience of leaving his faculty position to join his institution's administration, inciting feelings of betrayal from colleagues within an anti-assessment culture. Miller responds to commentary pieces such as Small, Worthen, and Gilbert (see their respective annotated citations) in an argument for a collaborative approach to assessment rooted in student learning. He outlines his vision for cultivating a culture of assessment and, with a dash of chastisement, pushes for meaningful reflection on what assessment is trying to accomplish.

Montenegro, Erick, and Natasha A. Jankowski. 2017. "Equity and Assessment: Moving Towards Culturally Responsive Assessment." *Occasional Paper* 29. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

- This paper addresses the relationship between equity and assessment, centering around the question: how consequential can assessment be to learning when assessment

approaches may not be inclusive of diverse learners? The paper argues for a culturally responsive approach to assessment, breaking down its discussion into student learning outcome statements, assessment approaches, and use of assessment results. I believe looking into faculty attitude towards assessment wouldn't be complete without some understanding of the challenges that student face completing said assessment, and this paper provides a solid discussion on the importance of positionality and confronting assumptions of assessment practices. (Also worth noting that NILOA has case studies of assessment equity available on their website.)

Montenegro, Erick, and Natasha A. Jankowski. 2020. "A New Decade for Assessment: Embedding Equity into Assessment Praxis." *Occasional Paper 42*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

- This follow up paper to the previous entry reflects on conversations since 2017, exploring what equitable assessment means and what it does not, the challenges and barriers, and what the future may look like (though, notably, this was published in January 2020, so perhaps their awareness of challenges falls a touch short...). They noted an increased focus on equity in recent years and detail various conversations regarding positionality and privilege, overall providing a deeper dive into the topic of equity in assessment with considerations for students, faculty, staff, and administration as well as discussing the culture of assessment more broadly.

Montgomery, Kathleen. 2002. "Authentic Tasks and Rubrics: Going Beyond Traditional Assessments in College Teaching." *College Teaching* 50(1):34–39.

- This paper doesn't deal much with cultures of assessment, but the article does have interesting commentary on "authentic" assessment and tasks, specifically regarding rubrics in college courses. Montgomery argues that authentic assessment emphasizes the process as well as the final product/outcome. Her work may be helpful in providing context for notions of authenticity in assessment and, more broadly, assessment culture.

Morgan, Robin K. 2015. "Are Student Learning Outcomes Really Necessary?" pp. 22–23 in *Quick Hits for Adjunct Faculty and Lecturers: Successful Strategies from Award-Winning Teachers*, edited by R. K. Morgan, Olivarez, J. Becker, and R. Wolter. Bloomington, IN: Indiana University Press

- In this piece, Morgan discusses if student learning outcomes (SLO) are truly enhancing student learning and if the time spent on developing them is worth the instructor's time. The author states that SLO allow instructors to "create a culture of evidence" when it comes to teaching by helping an instructor determine if a student is successful in meeting the SLO or not. They also help the instructor create a feedback loop that makes it easier for them to assess their own teaching. This information is useful because this literature can be cited when expressing the importance of assessment and SLO to faculty.

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. Nissenson, and Tian Luo. 2020. "Examining Factors Influencing Faculty Buy-in and Involvement in the Accreditation Process: a Cause Analysis Grounded in Systems Thinking." *Tech Trends* 64:730-739. DOI: <https://doi.org/10.1007/s11528-020-00526-z>

- This case-analysis study focuses on interrelated factors influencing engineering faculty's involvement in conducting departmental accreditation tasks at a large public university. They collected data on 23 faculty members through a survey asking about their current perceptions on the accreditation process via a Likert scale and open response. The authors note the importance of improving communication and resources to increase faculty buy-in and involvement. Though focusing on engineering faculty, the results can speak to buy-in for accreditation tasks more broadly.

Ndoye, Abdou. 2013. "Promoting Learning Outcomes Assessment in Higher Education: Factors of Success." *Journal of Assessment and Institutional Effectiveness* 3(2):157–175.

- This case study by Ndoye examines factors that contribute to successful learning outcomes assessment practices through interviews of faculty members. Notable factors that facilitate success in university programs include communication, implementation assessment as a change initiative, and using a learning community approach. The findings were fairly similar to numerous other sources, though one that stood out to me indicated that successful programs communicate by designing/developing some sort of electronic portal or platform where previous assessment-related activities and reports are available and accessible to all faculty members. This finding may hold greater implications given our current virtual circumstances, as well as assisting with transparency. Additionally, this study could provide information on what a successful assessment looks like and what other faculty members believe are the keys to achieving this, which could be used in the introduction or discussion sections of the final report.

Ndoye, Abdou, and Michele A. Parker. 2010. "Creating and Sustaining a Culture of Assessment." *Planning for Higher Education* 38(2):28-39.

- This study examines how institutions establish cultures of assessment and the impacts of organizational practices. Further, the article details challenges in creating cultures of assessment and outlines potential strategies including policy design and implementation.

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.

Nicholas, Mark C., and Chalmer E. Labig. 2013. "Faculty Approaches to Assessing Critical Thinking in the Humanities and the Natural and Social Sciences: Implications for General Education." *The Journal of General Education* 62(4):297–319.

- Nicholas and Labig discuss the methods faculty in the humanities and the natural and social sciences assess critical thinking. The authors employed a "qualitative, inductive, exploratory, and interpretivist" (301) approach to identify assignments related to their teaching of critical thinking and analyze their rubrics, the assignment prompts, and the criteria used to assess critical thinking. In this piece, among the results presented was that that faculty and institutional approaches did not align well. I think this could be an interesting topic to explore at Grinnell; do faculty attitudes towards assessment align with those of the institution itself?

Paquette, Kelli, Frank Corbett Jr., and Melissa Casses. 2015. "Student Evaluation Response Rates of Teacher Performance in Higher Education Online Classes." *Quarterly Review of Distance Education* 16(4):71–82.

- This article presents data from a mixed-methods study where students described their perceptions of the presentation, delivery, and return of online evaluations of professor performance. To gather data, the authors disseminated an online survey to faculty and students and later followed up with willing survey-takers. While student evaluations are not the focus of our assessment research, the authors do allude to the importance of student evaluations of online learning to "establish and maintain the integrity of online learning" (71). Similarly, the authors stress that communication practices are essential in evaluations of online teaching, which is something Grinnell professors should be aware of and improve in order to strive for excellence in online teaching.

Pazich, Loni Bordoloi. 2017. "A Call for Curricular Coherence." *Inside Higher Ed*. Retrieved 12 February 2021. (<https://www.insidehighered.com/views/2017/09/18/overcoming-obstacles-curricular-coherence-essay>)

- This article discusses course proliferation and curricular incoherence, investigating the role of faculty members and obstacles to coherence. Pazich draws examples from San Francisco State University, Virginia Wesleyan College, and Austin Community College.

Pedersen, Daphne E., and Frank White. 2011. "Using a Value-Added Approach to Assess the Sociology Major." *Teaching Sociology* 39(2):138-149. doi:10.1177/0092055X11400437

- Pedersen and White discuss and describe the value-added approach to assessment and how this was used to assess student knowledge in the sociology major at the University of

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.

Piasecik, 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 Education." *Journal of Assessment and Institutional Effectiveness* 3(1):54-74.

- Powell delves into the history of regional and national accrediting agencies, conducting twenty-one interviews with decision-makers in academic institutions, lobbyists

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. Particularly, she critiques the "idea of testing" and emphasizes the importance of meaningful assessment. Pullin also argues that responsibility falls onto students, parents, educators, and communities for ensuring fair opportunities to learn, with teachers having a critical capacity to provide opportunities. I think this chapter, as well as other chapters in this book, help contextualize the surrounding conditions of assessment. With Grinnell's focus on social justice, having perspectives such as these may speak to faculty attitudes and reluctance towards assessment practices.

Raje, Sonali, and Shannon Stitzel. 2020. "Strategies for Effective Assessments While Ensuring Academic Integrity in General Chemistry Courses During COVID-19." *Journal of Chemical Education* 97(9):3436-40.

- Raje and Stitzel outline some of the challenges associated with online testing in the chemistry department during COVID-19 and provide their strategies for effective assessment during the pandemic. This source is incredibly relevant given that all of Grinnell's courses are online and cheating has become a more possible issue. The strategies for assessment during COVID-19 presented in this piece could be adopted by science faculty in Grinnell to ensure that learning outcomes are met.

Rosaen, Sarah F., Rebecca A. Hayes, Marcus Paroske, and Danielle De La Mare. 2013. "A Dialogic Approach to Implementing General Education Assessment at the Department Level." *Journal of Assessment and Institutional Effectiveness* 3(1):33-53.

- This article uses a quasi-experimental design to investigate nonhierarchical dialogue, or meta-assessment, about general education at the program level. They had a group of full and part-time communication faculty participate in a seminar about assessment compared to a control group. Those that attended the seminars had improved attitudes, confidence, and understanding of assessment. The authors found that nonhierarchical dialogue regarding education assessment increases faculty commitment and helped develop a culture of assessment. This meta-assessment technique could assist at the program level.

Samuelowicz, Katherine, and John D. Bain. 2002. "Identifying Academics' Orientations to Assessment Practice." *Higher Education Policy* 43(2):173–201.

- In this piece, the authors present the results of their study on the types of assessments that faculty employ in their undergraduate courses. The methods primarily included interviews with faculty members. This source is useful because it provides information about faculty perceptions of assessment—specifically, how views on teaching influence views on assessment.

Sato, Brian K., Duyen Dinh-Dang, Eduardo Cruz-Hinojoza, Kameryn Denaro, Cynthia F. C. Hill, and Adrienne Williams. 2018. "The Impact of Instructor Exam Feedback on Student Understanding in a Large-Enrollment Biology Course." *BioScience* 68(8):601–11.

- The authors discuss how different components of instructor feedback on their student's biology exams impact student understanding. Using interviews and surveys, the authors identified aspects of instructor feedback that students find most valuable. This could be especially of interest for Grinnell's science faculty because in many of these courses, professors use exams to assess student learning and understanding which type of feedback is most beneficial for students could be conducive to student learning.

Schmidt, Peter. 2009. "U.S. Faculty Members Feel A Lack of Clout, International Survey Finds." *The Chronicle of Higher Education*. 13 February 2021. (<https://www.chronicle.com/article/u-s-faculty-members-feel-a-lack-of-clout-international-survey-finds-47318/>)

- Schmidt details survey findings that U.S. faculty members at four-year colleges feel a more acute lack of power over institutional leadership, budgets, and teaching load as compared to the international academic community. Furthermore, American faculty are relatively isolated from their international peers, falling behind in internationalization. Faculty perceptions of their power have also declined since the 1990s. This article provides more comparative information on a global scale (surveying faculty members in 20 different nations and Hong Kong), though it is from 2009 and thus may be outdated.

Shipman, Donald, Susan Aloji, and Elizabeth Jones. 2003. "Addressing Key Challenges in Higher Education Assessment." *The Journal of General Education* 52(4):335–46.

- In this chapter, the authors discuss the challenges associated with assessment in higher education and the ones that much be addressed on regularly to continue to sustain a rigorous assessment process. This research is useful because it can help identify factors that may sway faculty one way or the other towards assessment. For instance, the author mentions that. "While faculty may participate in assessment at different levels, it is crucial that visible incentives be provided to encourage them to acquire the necessary knowledge and skills to develop meaningful assessment plans that improve teaching and learning" (339). The author provides many other examples such as this one, which could help foster the assessment culture we hope to establish.

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-academic-quality>)

- In the words of Shireman himself, "SLO madness has to stop." He mentions curriculum mapping rather unfavorably, pointing to reductionism and bizarre systems of rules that distracts from quality assurance that centralizes student work. Instead, he argues for starting with student work as the unit of analysis and validating colleges' own quality-assurance systems in the accreditation process. This article conveys frustration, yes, but also a desire to move forward in a more effective and impactful manner.

Shupe, David. 2007. "Significantly Better: The Benefits for an Academic Institution Focused on Student Learning Outcomes." *On the Horizon* 15(2):48-57.

- Drawing from six years of research and development of colleges and universities, this paper outlines the benefits of student learning outcomes including a breakdown of five elements of effective approaches to outcomes assessment. Shupe picks up on similar themes found in other papers, such as the importance of collaboration between faculty, while also expanding on specific benefits. The latter may be helpful in creating a culture of assessment via emphasizing positive outcomes but still acknowledging the external pressure of accreditation and questioning uniform and imposed expectations.

Skidmore, Susan T., Hsien-Yuan Hsu, and Matthew Fuller. 2018. "A Person-Centered Approach to Understanding Cultures of Assessment." *Assessment & Evaluation in Higher Education* 43(8): 1241-1257.
doi:<http://dx.doi.org.grinnell.idm.oclc.org/10.1080/02602938.2018.1447082>.

- This study investigated how faculty (n = 1148) are categorized in terms of their perceived cultures of assessment using the *Faculty Survey of Assessment Culture*. The authors outline various cultures (assessment, fear, compliance, student learning) and address the importance of faculty input and differences of perspectives. Their findings speak to a system of organizing thoughts about institutional cultures of assessment through looking at different groups of faculty. This paper may be helpful in that by separating faculty into groups, it looks at perspectives with more nuance than some other articles.

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 discontent and sharp frustration sometimes overlooked in scholarly articles.

Smith, Elizabeth E., and Sarah Gordon. 2019. "How are Faculty Rewarded and Recognized for Assessment Work Outside the Classroom?" *Research & Practice in Assessment* 14(1):65-77.

- This article identifies the misalignment of work and faculty rewards structures as a potential obstacle for faculty involvement in assessment. The paper details rewards and recognitions and encourages policies regarding assessment work and promotion. While it might speak to some frustrations, I don’t know if it is as relevant as others.

Spalter-Roth, Roberta, Mary Scheuer Senter, Pamela Stone, and Michael Wood. 2010. "ASA's Bachelor's and Beyond Survey: Findings and Their Implications for Students and Departments." *Teaching Sociology* 38(4):314-329. DOI: 10.1177/0092055X10378827

- This is another sociology-focused paper, one that pulls from a longitudinal survey of sociology majors of '05 conducted by the ASA. The article contextualizes and summarizes the survey results and then proposes how these findings can enhance curriculum, advising, and assessment—notably, without adding extra, burdensome tasks to faculty members workload and considering both student and faculty pressures.

Spalter-Roth, Roberta, Michael Kisielewski, and Nicole Van Vooren. 2013. "The Victory of Assessment? What's Happening in Your Department? The AY 2011-2012 Department Survey." *AY 2011-2012 Department Survey Series 2*.

- Pulling from 645 responses, this research brief conveys the changes in the percent of academic sociology departments that conduct assessment of student learning, the types of assessment, and the opinions on the utility of assessment. They found a disconnect between the percent of departments using particular assessment methods (such as portfolios and surveys) and the percent of those who found the method useful. This brief gives a good overview of assessment in sociology departments in 2011/2012 including variations by types of school and variety of assessment techniques.

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." *Assessment & Evaluation in Higher Education* 29(4):495-510.

- Stowell considers the assessment process in terms of equity and justice. She addresses the difficulties of setting standards for assessment and importance of reviewing assessment boards, taking a critical approach to the structures, cultures, and processes of academe. This paper focuses on a UK context, but many of the issues raised can be applied more generally, such as concerns over fairness in assessment. This paper also offers an example of interrogating assessment practices and boards through the lens of equity.

Tenam-Zemach, Michelle, Daniel R. Conn and Paul T. Parkison. 2021. *Unraveling the Assessment Industrial Complex: Understanding How Testing Perpetuates Inequity and Injustice in America*.

- This book comes out in April 2021 and focuses on critiquing the assessment industry and the Assessment Industrial Complex (AIC). The authors use an anti-racist lens to deconstruct the AIC, address neoliberalism in education reform, and analyze the perpetuations of systemic oppression in the education system, especially through standardized tests. Though this may be more applicable to K-12 in terms of the focus on testing, I believe this could be a valuable source in considering issues of equity and systemic oppression embedded in some assessment practices.

Tierney, William G. and Daniel J. Almeida. 2017. "Academic Responsibility: Towards a Cultural Politics of Integrity." *Discourse: Studies in the Cultural Politics of Education* 38(1):97-108. DOI: 10.1080/01596306.2015.1104855

- This article focuses on how globalization has reshaped education. It also touches on neoliberalism and the question of responsibility, proposing that a culture of assessment is a byproduct of globalization and what they dub "responsibilization." Further, the authors argue that the locus of control is not the educator or school but the evaluator and state. This article thus offers an interesting perspective that draws in cultural politics, the educator's role, and social engagement and injustice.

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 by this piece, the Test of Scientific Literacy Skills method could be utilized to assess student learning in various departments from time to time. Waldo proposes using the Test of Scientific Literacy to assess their program every two to three years.

Walser, Tamara M. 2015. "Evaluability Assessment in Higher Education: Supporting Continuous Improvement, Accountability, and a Culture of Assessment." *Journal of Assessment and Institutional Effectiveness* 5(1):58–77.

- This article describes how evaluability assessment informs continuous improvement efforts, supports accountability requirements, and promotes the culture of assessment in higher education. Walser discusses two examples of evaluability assessments which serve to emphasize the value of stakeholder involvement, initiation of assessment by leadership based on need, and the use of results to support cultures of assessment in higher ed. The last point may be especially relevant for this project. Further, this piece may be beneficial to us because it describes a form of assessment that is used in the "higher education assessment system" to facilitate assessment culture.

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 willingness to engage in assessment practices at a Midwestern liberal arts college.

Webber, Karen L. 2012. "The Use of Learner-Centered Assessment in US Colleges and Universities." *Research in Higher Education* 53(2):201-228.

- This article examined faculty response data from the *National Study of Postsecondary Faculty* survey from 1993 and 2004, looking at universities and colleges. They found that many faculty members felt positively towards learner-centered assessment techniques. The author also breaks down their results by gender, age, full-time vs part-time, tenured vs nontenured, and discipline. These separations showcase a bit more nuance in how faculty approach and view assessment. Additionally, this source is beneficial because the author explains how this type of assessment can be used as an effective way to measure and enhance student learning.

Weisler, Steven. 2016. "Some Perspectives on Assessment of Student Learning." *Journal of Assessment and Institutional Effectiveness* 5(2):117-130.

- This text serves more as a background/context source, outlining past, present, and possible future accomplishments. He also details the progress of developing a culture of assessment of student learning. Weisler considers a handful of questions that speak to the assessment debate surrounding student learning, ultimately calling for greater incorporation of faculty and emphasis of assessment practices as good teaching.

Weiner, Wendy F. 2009. "Establishing a Culture of Assessment." *Academe* 95(4): 28-32.

- This article posits fifteen elements needed to achieve a culture of assessment, outlining each in turn. The elements are as follows: clear education goals, common use of assessment terms, faculty ownership, ongoing professional development, administrative support and understanding, practical and sustainable assessment plans, systematic assessment, student learning outcomes, comprehensive program review, assessment of co-curriculars, institutional effectiveness, information sharing, planning and budgeting, celebration of success, and finally, new initiatives. This paper may be helpful in considering, like the title suggests, how to establish a culture of assessment.

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 that profit from assessment, as well as bureaucratic mechanisms. She also touches on problems of equity and historical background for the assessment movement. Overall, I found this article speaks to many concerns and contentions over assessment and offers an idea of a perhaps more accessible conversation on the topic from the *NYT*.