TOPICAL BIBLIOGRAPHY   **Department of Writing Studies**
                                                  University of Minnesota Duluth

Assessment Resources and Readings

About this bibliography
This bibliography was put together by sifting through countless
assessment resources in order to find the very best. It is not
complete, but it is substantial; additional citations will be
introduced periodically to keep the bibliography up to date and
fresh. The bibliography will grow as assessment scholarship
evolves and as our need for new and different kinds
of resources develops. Articles were chosen based on accessibility,
concision, readability, thoughtfulness, and relevance.

For the purposes of this topical bibliography, I have organized the resources into 10 different
sections. The entries are alphabetized within each section, and (apart from section 9) MLA style is
used. If you have trouble locating any of the sources or locate any dead links, incorrect data, or
errors, please let me know. I have included links to articles whenever possible, even if the link
differs from the original citation (or from a database link). Fragments are used intentionally in
source summaries.

Finally, this bibliography was compiled with Writing Studies faculty in mind, but many of the
resources are relevant to any department working on assessment. If you would like to recommend
that any sources be added to this bibliography, please email me at bhoffma2@d.umn.edu. –
Brandy Hoffmann, Assessment Coordinator, Writing Studies

CONTENTS

FOUNDATIONS and BASICS

"Assessment." *AACU.org*. Association of American Colleges and Universities, n.d. Web. 31 Aug. 2009 <http://www.aacu.org/resources/assessment/index.cfm>.
> The AACU offers a series of reports, "how-to guides," publications on the history of assessment, and articles that address effective "campus practices," as well as a short but comprehensive list to resources on things like "Portfolio Assessment" and "Capstone Assessment."

Barr, Robert B. and John Tagg. "From Teaching to Learning: A New Paradigm for Undergraduate Education." *Change* 27.6 (Nov.-Dec. 1995): 13-25. *Academic OneFile*. Web. 31 Aug. 2009. Article also available here: <http://critical.tamucc.edu/~blalock/readings/tch2learn.htm#chart>.
> UMD's Assessment page points faculty to this excellent article from 1995, which discusses the difference between **learning and instruction paradigms**. Barr and Tagg move college teachers to consider the value of authentic assessment that is meant to fundamentally and radically change approaches to teaching. The authors suggest that this paradigm shift to learner-centered classrooms and institutions has led to the need for more transparent assessment practices. This article is useful because it reminds readers that good assessment is holistic and shouldn't compromise academic freedom. The article addresses one of the primary questions that fuels assessment debates: Should colleges and faculty be held responsible for student learning?

Council for Higher Education Accreditation. Homepage. *Chea.org,* 2009. Web. 31 Aug. 2009 <http://www.chea.org>.
> UMD is a member of CHEA. The CHEA website sheds light on our relationship to this organization that drives our assessment practices. In one of their archived journal articles (The CHEA Chronicle, May 2002. http://www.chea.org/Chronicle/vol5/no2/Chron-vol5-no2.pdf) they offer a concise listing of WHY we must do assessment, and how this ties into accreditation. A great summary of the accreditation process.

Gallagher, Chris W. *Reclaiming Assessment: A Better Alternative to the Accountability Agenda.* Portsmouth: Heinemann, 2007. Print.
> Gallagher, associate professor of English at the University of Nebraska-Lincoln, summarizes the key criticisms of NCLB and STARS. There is no discussion here of assessment in higher education, but the content is still meaningful to anyone interested in the rise and reform of the accountability movement. Gallagher emphasizes the need for "**student-involved assessment**" (66), an idea developed by Rick Stiggins, founder of the Assessment Training Institute. Stiggins' brand of assessment involves student choice, opportunity, and shared ownership of assessment practices, including student involvement in rubric and portfolio development.

Gulikers, Judith T. M., Theo Bastiaen, and Paul A. Kirschner. "Defining Authentic Assessment: Five Dimensions of Authenticity." *Balancing Dilemmas in Assessment and Learning in Contemporary Education*. Eds. Anton Havnes and Liz McDowell. Routledge: London, 2007. 73-86. Print.
> Especially useful for its intricate definition of **Authentic Assessment** (74).

Huot, Brian and Peggy O'Neill, eds. *Assessing Writing: A Critical Sourcebook*. Boston: Bedford/St. Martin's, 2009. Print.
Almost every article in this volume of assessment theory is worth mentioning. The focus is mostly on large scale writing assessment in higher education. The introduction offers a concise history of the assessment movement, especially as it relates to writing instruction, and also attempts to answer the question, "Why assessment?" Overwhelmingly dense but rich in content.

Murdoch, Cynthia. Interviewed by Paul Baepler. "Student Learning Outcomes: Where are we now? Interview with Cynthia Murdoch." *Transform* 4.1 (Feb. 2009): 1+. Print.
Article also available here:
<http://www1.umn.edu/ohr/transform/february2009/interview.html>.
The editors of *Transform,* published by the University of Minnesota Center for Teaching and Learning, interviewed U of MN assessment coordinator Cynthia Murdoch to find out the college's current and long term plans for campus-wide assessment of student learning outcomes. This article is useful as a way to compare UMD assessment plans to those of the Twin Cities campus. Includes visual timeline.

"NCTE Framework for 21st Century Curriculum and Assessment." *NCTE.org.* National Council of Teachers of English, 2008. Web. 31 Aug. 2009
<http://www.ncte.org/governance/21stcenturyframework>.
NCTE offers an exhaustive list of questions related to common learning outcomes in modern English language arts classrooms. These lists are meant to function as a "tool" for course planning, and they offer ideas for updating curriculum goals. The following article is complementary to the above statement. Bill Bass explains the purpose of the publication at http://wbass.edublogs.org/2008/11/25/ncte-21st-century-literacies-framework. NCTE offers standards that acknowledge the more "sophisticated literacy skills" needed to write and communicate in our current global climate. NCTE explains that as society evolves, so must "curriculum, assessment, and teaching practices."

Nichols, James O. *Assessment Case Studies: Common Issues in Implementation with Various Campus Approaches to Resolution*. New York: Agathon Press, 1995. Print.
Published almost 15 years ago, *Assessment Case Studies* opens with a clear and enlightening introduction into the early assessment movement in higher education. Nichols explains how accreditation "began" (motivated by outside forces). This book is useful because it reminds readers of how and why the assessment movement started and defines what accrediting agencies really want from institutions, which is actually something quite simple. The focus of this book is **"decidedly practitioner oriented"** (5); a major portion of the book is made up of case studies that illustrate educational outcomes at various institutions at the time this book was published. Most useful for introduction/context/background. Recommended by Barbara Walvoord, along with two other Nichols books also published in 1995.

UMD Assessment of Student Learning. Homepage. University of Minnesota Duluth Office of the
      Vice Chancellor, 2009. Web. 31 Aug. 2009
      <http://www.d.umn.edu/vcaa/assessment/index.html>.
      UMD's assessment site. Readers can find information on UMD's Council for Advancement
      of Student Learning (CASL), which exists to help in the development of assessment plans
      across campus. The site includes a timeline for campus-wide assessment implementation
      and a description of the brand new (as of August 2009) ePortfolio 5.3 system, which has
      several features that should help to facilitate program assessment.

Walvoord, Barbara E. *Assessment Clear and Simple*. San Francisco: Jossey-Bass, 2004. Print.
      Plainspoken and encouraging. Walvoord's most important reminders include the following:
      1) accreditors just want to know that we have plans in place for improving student learning
      where it needs to be improved, and 2) institutions and programs should understand exactly
      what is being asked of them; don't overcomplicate assessment procedures. Walvoord
      offers suggestions for embedding assessment, which is essential for meaningful
      assessment. The book includes a series of appendices with rubrics, sample assessment
      reports and so on.

"WPA Outcomes Statement for First-Year Composition." WPACouncil.org. Council of Writing
      Program Administrators, 2000. Web. 31 Aug. 2009
      <http://www.wpacouncil.org/positions/outcomes.html>
      A detailed list of common outcomes for a first-year writing course. Adopted in April 2000.

"Writing Assessment: A Position Statement." *NCTE.org/CCC*C. Conference on College Composition
      and Communication, 2009. Web. 31 Aug. 2009.
      <http://www.ncte.org/cccc/resources/positions/writingassessment>.
      A writing assessment staple. CCCC offers a thoughtful list of "principles" to guide
      assessment practices. The statement, prepared in 2006 and revised in 2009, breaks down
      assessment into its different components (classroom/placement/proficiency/programs)
      and offers a brief discussion of assessment's most fundamental components as well as its
      appropriate role in writing instruction.

WHEN ASSESSMENT IS GOOD (The *Apologists*)

Anson, Chris M. "Closed Systems and Standardized Writing Tests." *College Composition and
      Communication* 60.1 (Sept. 2008): 113-128.
      Another argument for rich, authentic assessment practices that thrive only because the
      control is in the hands of individual programs, their faculty, and the students whom they
      teach. Anson argues for **"learner-centered"** assessment that acknowledges the complexity
      of assessing writing abilities. An important article for its discussion of the dangers of
      "closed systems" assessment in which assessment is standardized and highly dependent on
      "large-scale" and "high-stakes" tests.

"Assessment: A Fundamental Responsibility." Assessmentstatement.org. Consortium of Financing
      Higher Education (COFHE), n.d. Web. 31 Aug. 2009
      <http://www.assessmentstatement.org/index_files/Page717.htm>.

COFHE offers a persuasive and concise analysis of **accountability versus assessment**. The *assessment statement* introduces assessment as a tool to uncover the best teaching practices for effectively reaching the millennial generation. Assessment is responsibility. The statement suggests that if we care about the student learning of our current student populations, then we will understand the need to assess. If we *assess* our teaching/curriculum/programs, we can be acutely aware of where we are missing the mark. If we can clearly see where things are not working, then we can modify outdated and ineffective methods. One hundred private and public colleges have officially endorsed this statement, including St. Olaf, Carleton, College of St. Benedict, U of Wisconsin-Madison, and Michigan State. Links to these supporting universities offer a brief summary of what each school is doing to fulfill assessment requirements. This is really useful for the concision of each entry, and especially to get that peek into the broad assessment practices of a variety of colleges.

"Assessment as Opportunity: A Conversation with Brian Huot." *Issues in Writing* 14.2 (2004): 91-191. Print.

A rich discussion on all assessment matters that are relevant to the department of writing studies. And any assessment article that includes a Rodney Dangerfield reference is a breath of fresh air. The editors of *Issues in Writing* interview Brian Huot, Writing Program Coordinator at Kent University and assessment specialist. Huot offers a hopeful and practical view of assessment (speaking of how to **"rehabilitate assessment"**), and he encourages programs to make their own models and processes. He explains that **assessment is "just another name for research,"** and says, "If you have people who are asking questions about their students' work and about their programs and curriculum and their teaching, that's really a wonderful environment and that can certainly be done under the guise of assessment" (100). Huot comments on program assessment and much more in this extensive interview. Huot has written other important pieces on assessment including "Defining Assessment as Research: Moving from Obligation to Opportunity," *(Re)Articulating Writing Assessment for Teaching and Learning*, and "Toward a New Discourse of Assessment for the College Writing Classroom" (*College English*, 2002). Bottom line, reading this interview inspires readers to reconsider writing assessment. This article is also valuable for its discussions of common mistakes that colleges make when adopting assessment practices. He also speaks of colleges who are doing things well. (Note: This note is only available via Interlibrary loan, but I have a copy if you're interested.)

Astin, Alexander W. "Involvement in Learning Revisited: Lessons we have Learned." *Journal of College Student Development* (Sept.-Oct. 1999): N. pag. BNET. Web. <http://findarticles.com/p/articles/mi_qa3752/is_199909/ai_n8856623/?tag=content;col1>. Astin offers the student affairs perspective on assessment. His argument comes off as a bit extreme and naïve, but it offers a peek into the kinds of ideals that motivate modern assessment practices. Astin makes a utopian case for assessment as a means to improve society: "The United States must become a nation of educated people." Idealistic? Yes. But a good reminder that assessment at its best can lead a university or program or teacher to reflect more deeply on *how we're doing* in our efforts to teach well. Astin also accentuates the need for assessment of affective outcomes in addition to cognitive outcomes;

therefore, the source is useful as an example of where these ideas about "affective outcomes" originate.

Dysthe, Olga. "The Challenges of Assessment in a New Learning Culture." *Balancing Dilemmas in Assessment and Learning in Contemporary Education*. Eds. Anton Havnes and Liz McDowell. Routledge: London, 2007. 15-28. Print.
In the opening chapter of this comprehensive text, Dysthe admits that assessment "has always been a political issue" (27). She offers a frank discussion of the **"backwash effect"** in assessment practices – namely, how assessment can have negative effects on pedagogy and learning if assessment relies on standardized testing. Dysthe explains the importance of making students active in the assessment process, emphasizing transparency.

Graff, Gerald. "Assessment Changes Everything." *Inside Higher Ed* (21 Feb. 2008): N. pag. Web. 31 Aug. 2009 <http://www.insidehighered.com/views/2008/02/21/graff>.
An argument for good assessment as fundamental to **"democratic education."** I mentioned this article at the May assessment meeting for the Department of Writing Studies. Graff presents a good case for taking learning outcomes assessment seriously. One of the most compelling aspects of this argument is Graff's reminder that *assessment* can help faculty and universities serve **"the struggling majority** [of students] that need us most." Graff encourages the reader to think of assessment as a tool for bridging the gap between scholars who teach and the students who try to learn from them. Graff explains that good assessment can alleviate faculty isolation and encourage collegiality. He offers a great counter argument to those who make claims for assessment *resistance*. The numerous posts that follow the online article are also interesting as they represent the varied reactions that faculty have to the assessment movement.

Haswell, Richard and Susan Wyche-Smith. "Adventuring into Writing Assessment." *College Composition and Communication* 45.2 (May 1994): 220-236. *JSTOR*. Web. 31 Aug. 2009.
Although written 15 years ago, this article offers a fresh perspective on assessment. Haswell and Wyche-Smith summarize their purpose: **"We want to recount a success story**, about how a writing faculty reclaimed their university's writing assessment program" (221). The authors encourage writing programs to come up with their own best methods, which mirrors Walvoord's entreaty to do assessment in a way that is meaningful to individual departments. The authors confirm a common issue facing institutional assessment, especially the assessment of writing: **"No one feels competent to do it"** (222). The articles focuses extensively on placement exams and more on the issue of Writing Studies/English departments getting involved with institutional assessment of writing. The article's several insightful comments on assessment, in general, make it a valuable read.

Hrabowski, Freeman A. III. "Getting the Faculty on Board." *Inside Higher Ed* (23 June 2006): N. pg. Web. 31 Aug. 2009 <http://www.insidehighered.com/views/2006/06/23/hrabowski>.
Perhaps this title makes the point too obvious, but it seemed important to include this in the biography. **A common sense dose** of encouragement to assess in an organized fashion. Yes, we know that we all do this anyway, but most of us don't do so enough, or not consistently or in an organized way that would help our colleagues. Structured assessment at its best encourages this, and this is why I like this article. Controversial because

presented at a conference partially funded by the ETS (Educational Testing Service). The reader posts that follow Hrabowski's article are also worth checking out, since they represent various arguments against organized assessment.

Milne, Lynda. "How We Talk About and Do Assessment Changes Everything." 4 April, 2009. Online PowerPoint. *Slideshare.net.* Web. 31 Aug. 2009 <http://www.slideshare.net/lynda.milne/how-we-talk-about-and-do-assessment-changes-everything>.
Also inspired by Graff's article (above), Milne presented this PowerPoint at the April 2009 Minnesota Colleges and Universities English and Writing Conference. She summarizes why faculty shouldn't fear assessment and encourages them to be on board with their universities assessment efforts.

WHEN ASSESSMENT IS BAD (The *Skeptics*)

Barrington, Lowell. "Less Assessment, More Learning." *Academe* (Nov.-Dec. 2003): N. pag. Web. 31 Aug. 2009 <http://www.aaup.org/AAUP/pubsres/academe/2003/ND/Feat/barr.htm>.
AAUP (American Association of University Professors) exists to "advance academic freedom." Barrington, Associate Professor of political science at Marquette University, disparages the assessment movement, speaking of its "pestilent repercussions" and going so far as to draw comparisons to the Soviet system of economic planning. This article provokes readers with questions like, **"Why would anyone support assessment?"** Pro-assessment folks would disagree with Barrington's claim that faculty are forced to produce "misleading (or dishonest) assessment data" and to "abandon the ideals of liberal arts education." Barrington's feelings about assessment are common in academia, though perhaps unfounded.

Buckman, Ken. "What Counts as Assessment in the 21st Century." *Thought & Action* (Fall 2007): 29-37. Print.
Buckman points to a dangerous side effect of bad assessment practices: an implication by universities that faculty cannot be trusted to teach students well. Buckman asks readers to consider that "Historically, the university has been guided by a search for truth: not product, not quantitative outcome, and certainly not profit" (35). The author refers to the "perversion" of higher education where assessment is forced on faculty. This article reminds us that teachers cannot be blamed when students perform poorly. Buckman is bothered by the sphere of practicality that assessment seems to encourage. He emphasizes **"playfulness"** over performance. Buckman's article challenges us to find a way to assess that lets assessment exist in conjunction with "a capacity for self-responsibility for continually making anew of the self" (35).

Klein, Karin. "How I Gamed the SAT." *The Los Angeles Times*. 3 Apr. 2005. Web. 31 Aug. 2009 <http://www.latimes.com/news/opinion/sunday/commentary/la-op-sat3apr03,1,3742834.story>.
A humorous op-ed piece relevant for its caution against the standardized scoring of essays. This caution is relevant as we consider our own methods of rating student writing projects and portfolios. Klein, a scorer for the SAT, admits the various attributes that tend to give

students the best scores. She writes this as a satirical advice column to upcoming test takers. And the satire speaks volumes. The caution? Don't mistake density for profundity in student writing. And don't let this mistake sneak into assessment practices.

Perelman, Les. "Information Illiteracy and Mass Market Writing Assessments." *College Composition and Communication* 60.1 (Sept. 2008): 128-140. Print.
As a cautionary tale, Perelman shares his experience of preparing students (successfully) to excel at the writing portion of the SAT exam. He describes his "cynical but effective" formula that helped students succeed. He also discusses the problems with DBQ (Document Based Essay Questions). Perelman's article is important because it reminds us to embrace faculty-driven assessment to help ward off externally mandated standardized tests.

PROGRAM ASSESSMENT

"The American University in Cairo, Assessment: A Guide to Developing and Implementing Effective Outcomes Assessment." The American University in Cairo. *Institutional Planning, Assessment, Research, and Testing (IPART).* n.d. Web. 31 Aug. 2009 <http://www.aucegypt.edu/ResearchatAUC/IR/Assessment/Documents/Assessment%20Guide_Academic.pdf>.
This substantial report from the American University in Cairo offers a clear discussion of what defines "**The Assessment Cycle.**" Overall, this report offers another useful summary of what exactly constitutes effective program and institutional assessment. Useful particularly for Appendix 6 (sample of completed program-level assessment plan) and Appendix 7 (sample of completed program-level annual assessment report).

"A Program Guide for Outcomes Assessment at Geneva College."Geneva College, 2000. Web. 31 Aug. 2009 <http://virtual2.yosemite.cc.ca.us/mjcinstruction/CAI/Resources/Program%20Assessment%20Guide%20Geneva.pdf>.
Although published almost ten years ago and a bit disorganized, this thorough outline for Program Assessment is still useful. The brief discussion on mapping courses to program outcomes is useful.

"Assessment for People Who Don't Have Enough Time For Assessment." Concordia College. *Assessment and Institutional Research.* n.d. Web. 31 Aug. 2009 <http://www.cord.edu/dept/assessment/Wkshp99_00Time.htm>.
From Concordia College, Moorhead, MN. A summary of how to conduct program-level assessment, efficiently. Concordia's assessment pages (available here: http://www.cord.edu/Offices/assessment1.php) are generally helpful, with lists of resources, and links to articles such as "Nine Principles of Good Practice for Assessing Student Learning."

Assessment Guide: Seven Steps to Developing and Implementing a Student Learning Outcomes Assessment Plan. University of Virginia. *Office of Institutional Assessment and Studies. n.d.* Web. 31 Aug. 2009 <www.web.virginia.edu/iaas/assessment/Assessment%20guide.pdf>.

Although intended for the faculty audience at UV, this 35 page guide offers a detailed discussion of what constitutes an assessment plan, with many helpful examples of departmental assessment plans.

Dunn, Karee E. and Sean W. Mulvenon. "A Critical Review of Research on Formative Assessment: The Limited Scientific Evidence of the Impact of Formative Assessment in Education." *Practical Assessment, Research & Evaluation* 14.7 (Mar. 2009): 1-11. Web. 31 Aug. 2009 <http://pareonline.net/pdf/v14n7.pdf>.
Dunn and Mulvenon clarify the difference between **summative** and **formative** assessment. *Summative* has to do with final evaluation of students' skills at the end of a unit, course, or program. *Formative* has to do with the ongoing evaluation of student learning, focused on process and progress, and includes student self-reflection as well as instructor feedback, action, and change. The authors argue that formative assessment practices are important but difficult to measure. The article is useful as programs attempt to create an assessment plan that allows for a combination of formative and summative assessment practices.

Eubanks, Philip, and Christine Abbott. "Using Focus Groups to Supplement the Assessment of Technical Communication Texts, Programs, and Courses." *Technical Communication Quarterly* 12.1 (Winter 2003): 25-45. Print.
A discussion of how focus groups can be used in assessment.

Frye, Richard, Gary R. McKinney and Joseph E. Trimble. *Tools & Techniques for Program Assessment: Hand for Program Review & Assessment of Student Learning*. Western Washington University, 2006. Web. 31 Aug. 2009 < http://www.wwu.edu/depts/assess/prog_handbook.pdf>.
Although intended for the faculty audience at WWU, this 8 chapter guide includes an excellent discussion of the entire assessment process. The guide includes useful templates, definitions, and visuals. The authors remind readers that most institutions, states, and accreditors are simply looking for the following: that we "have assessment plans that conform to specific standards" and that we "are able to document the regular use of assessment data to improve student learning over time" (28).

Program-Based Review and Assessment: Tools and Techniques for Program Improvement. University of Massachusetts Amherst. *Office of Academic Planning and Assessment.* n.d. Web. 31 Aug. 2009 <http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf>.
UMass-Amherst offers a well-designed and comprehensive five chapter guide to program level assessment.

Rogers, Gloria. "Lessons Learned: Things I Wish I had Known . . . Assessment Tips with Gloria Rogers." *Communications Link (ABET)* (Spring 2003): 6-7. Web.
A very concise and useful article that addresses seven tips for program level assessment, compiled by Rogers, ABET's Associate Director of Professional Services. Rogers' site at ABET is also invaluable for its inclusion of a variety of short articles, tools, and rubrics. See: http://www.abet.org/assessment.shtml.
.

---. "Death by Assessment: How Much Data Are Too Much?" *Communications Link (ABET)* n.d.: 6-7. Web. 31 Aug. 2009 < http://www.abet.org/Linked%20Documents-UPDATE/Assessment/Assessment%20Tips2.pdf#search=%22death%22>.
Another concise article from Gloria Rogers on simplifying program assessment. Although Rogers focuses on assessment for the fields of applied science, computing, engineering, and technology education, the simple assessment reminders in this article are useful to those doing in assessment in any discipline. Rogers also refers to the **FADD (Faculty Against Data Dump)** as a way of urging programs to carefully select only the most meaningful assessment practices. Detailed data collection does not necessarily indicate good assessment.

Serban, Andrea M. and Jack Friedlander. *Developing and Implementing Assessment of Student Learning Outcomes*. San Francisco: Jossey-Bass, 2004. Print.
Leave it to the community college folks to offer one of the most concise and practical guides on institutional, program, and course-level assessment. Serban and Friedlander designed this book to steer the assessment practices of community colleges, but the advice is also relevant to four-year colleges.

"What is Outcomes Assessment." Outcomes Assessment Advanced. *Washington State University*, 2007. Web. 31 August 2009 <https://my.wsu.edu/portal/page?_pageid=177,268268&_dad=portal&_schema=PORTAL>.
WSU knows their stuff when it comes to assessment (they've been refining their assessment practices since the '80s). This site offers a concise description of what program level assessment should involve. Designed with a WSU audience in mind, this site is still useful to anyone involved in program assessment. A nice distinction between **indirect and direct assessment measures** is offered.

GENERAL EDUCATION ASSESSMENT (Writ 1120 and Writ 31XX)
Writ 1120:
Carter, Michael, Chris M. Anson, and Carolyn R. Miller. "Assessing Technical Writing in Institutional Contexts: Using Outcomes-Based Assessment for Programmatic Thinking." *Technical Communication Quarterly* 12.1 (Winter 2003): 101-114. Web. 31 Aug. 2009 <http://www4.ncsu.edu/~crmiller/Publications/CarterTCQ03.pdf>.
Another article that discusses the "transfer" quandary facing FYC and offers interesting suggestions for bridging FYC assessment to discipline-specific writing assignments and assessment. The authors offer an excellent set of questions common to any FYC program: "How do we get beyond the isolated technical writing or WI class? How do we know what kinds of writing experiences students have elsewhere in the curriculum? How do we know what expectations faculty in our students' majors have of their writing? How do we influence the writing experiences of our students elsewhere in the curriculum? How do we avoid reducing the curriculum to the demands of the most vociferous interest group?" (112). Note: This entire issue of *TCQ* was devoted to the assessment of technical writing.

Palumbo-DeSimone, Christine. "The Assessment Trick: Trial and Error in Assessing Temple University's First-Year Writing Program." *Issues in Writing* 14.2 (Fall-Winter 2004): N. pag. *Wilson Education Full Text*. Web. 31 Aug. 2009.

Palumbo-DeSimone describes, in detail, the process that a Temple University assessment committee went through to perform large scale program assessment, including the use of portfolios.

Sommers, Nancy. "The Call of Research: A Longitudinal View of Writing Development." *College Composition and Communication* 60.1 (Sept. 2008): 152-164. Print.

Sommers addresses the "big picture of undergraduate writing" and the difficulty of assessing writing skills when writing development is so recursive (154). She explains that the first year writing course is "not a make or break academic experience" (155). Sommers cautions against the trivialization of education into a linear experience with an exact "endpoint" (162).

Wardle, Elizabeth. "Understanding 'Transfer' from FYC: Preliminary Results of a Longitudinal Study." *WPA: Writing Program Administration* 31.1-2 (Fall-Winter 2007): 65-85. Web. 31 Aug. 2009 <http://www.wpacouncil.org/archives/31n1-2/31n1-2wardle.pdf>.

Wardle addresses the difficulty of ensuring and measuring the "transfer" of writing skills from FYC to other courses across disciplines. She includes a useful definition of "transfer" and explains that we often miss evidence of it. Wardle conducted her own mini longitudinal study in which she traced the progress of a small group of her first year writing students. Especially useful for its discussion of Wardle's first time teaching "Introduction to Writing Studies." This article also acts as a good example of "action research."

White, Edward M. "The Opening of the Modern Era of Writing Assessment: A Narrative." *College English* 63.3 (Jan. 2001): 306-320. *JSTOR*. Web. 31 Aug. 2009.

White argues that faculty, not external entities, must be in charge of campus assessment. According to White, the modern assessment movement began in 1971 in light of efforts to negate the need for first-year composition at California State University (by way of implementing a multiple choice test for course equivalency). English faculty rallied against this action, and it was at this time that faculty understood the need to take assessment into their own hands while still meeting the expectations of external stake holders. White offers an excellent summary of the common conflict (and breakdown) between faculty and internal or external administrators. Useful for its assessment "history lesson" and for its argument in favor of a first-year writing course as "crucial for student learning" (308). White finally claims that faculty commitment to modern assessment practices helps to sustain *English* and *Writing* as distinct areas of study in higher education.

Writ 31xx:

Shamoon, Linda K., et al., eds. *Coming of Age: The Advanced Writing Curriculum*. Portsmouth: Heinemann, 2000.

As UMD faces changes in Liberal Education requirements, this book could help make the case for the Advanced Writing Curriculum (and general undergraduate writing curriculum). The book, accompanied by a CD-ROM, also offers several articles about the creation of a Writing Studies Major.

E-PORTFOLIO and ASSESSMENT

AAEBL.org. Home page. The Association for Authentic, Experiential and Evidence-Based Learning,
2009. Web. 31 Aug. 2009 <http://www.aaeebl.org>.
Self-defined as the "professional organization for the world ePortfolio community" and
planning their first annually conference for July of 1010, this organization exists to help
teachers, administrators, IT folks, and others navigate the waters of e-portfolio use. The
organization emphasizes the reflection component of authentic ePortfolio use. AAEEBL also
has a Google blog that welcomes new members at
http://groups.google.com/group/w2ep/?pli=1. However, beginning September 30, 2009,
this site and blog will only be available to member institutions.

Acker, Stephen R. "Overcoming Obstacles to Authentic ePortfolio Assessment." *Campus
Technology* (14 Mar. 2005): N. pag. Web. 31 Aug. 2009
<http://campustechnology.com/Articles/2005/03/Overcoming-Obstacles-to-Authentic-
ePortfolio-Assessment.aspx?sc_lang=en&Page=1>
Acker offers useful background information and basics on e-portfolio. U of MN ePortfolio is
mentioned. Acker answers the following question: why use e-Portfolio and not print
portfolios or use some other system of collecting and sharing and assessing student work.

"A New Undergraduate Admissions Process." *Oregon State University.* Office of Admissions, 2009.
Web. 31 Aug. 2009. <http://oregonstate.edu/admissions/2004req/resume.html>.
Oregon State University asks each of their applicants to prepare an "Insight Resume"
("Written Experiential Assessment"), which includes 100 word responses to 6 wide-ranging
prompts. The somewhat unique approach to admissions hints at the college's commitment
to making assessment practices transparent to students, emphasizing the student-centered
aspect of authentic assessment. Authentic assessment, including the use of ePortfolio, asks
us to continually offer students concrete opportunities for reflecting on their own learning.
OSU offers a good example of how to encourage students to *own their education*, before
the students even arrive on campus.

Batson, Trent. "The Electronic Portfolio Boom: What's it All About?" *Campus Technology* (26 Nov.
2002): N. pag. Web. 31 Aug. 2009.
<http://www.campustechnology.com/Articles/2002/11/The-Electronic-Portfolio-Boom-
Whats-it-All-About.aspx?Page=7>
Batson, a noted IT leader and director of The Association for Authentic, Experiential and
Evidence-Based Learning (www.aaeebl.org, a professional association for the ePortfolio
community), offers a substantial but straightforward argument for why e-portfolios have
emerged in academia and how they can best be used for authentic assessment. He
addresses potential problems and benefits of using e-portfolio and includes anecdotes
from his own classroom trials and errors. Batson includes a nice list of references for
further reading on e-portfolios.

---. "The Right Data for ePortfolios." *Campus Technology* (19 Aug. 2009): N. pag. Web. 31 Aug.
2009. <http://campustechnology.com/articles/2009/08/19/the-right-data-for-
eportfolios.aspx>

Batson makes a case for e-portfolio use and discusses the clear advantages, including efficient collection and assessment of student work. Batson emphasizes the unique capacity for student self-reflection in ePortfolio.

---. "Why ePortfolio is the Tool of the Time and Who is Enaaeebling it." *Campus Technology* (20 May 2009): N. pag. Web. 31 Aug. 2009 <http://campustechnology.com/Articles/2009/05/20/Why-ePortfolio-is-the-Tool-of-the-Time-and-Who-is-Enaaeebling-It.aspx?sc_lang=en&Page=3>
Batson emphasizes the overarching ideal of ePortfolio as providing "life-long" access to students, which UMD already offers. The comments by readers in response to the article are substantial and valuable, as in other *Campus Technology* articles listed in this bibliography.

---. "The ePortfolio Hijacked." *Campus Technology* (12 Dec. 2007): N. pag. 31 Aug. 2009 <http://campustechnology.com/articles/2007/12/the-eportfolio-hijacked.aspx?sc_lang=en>
Batson describes the different ways that e-portfolio can be used. Batson also explains that accrediting agencies will expect to see campuses using ePortfolio assessment rubrics. Finally, however, Batson warns us not to confuse the student-driven ePortfolio (the "learning portfolio") with "assessment management system" portfolios.

Burnett, Myra N. and Julia M. Williams. "Institutional Use of Rubrics and E-portfolios: Spelman College and Rose-Hulman Institute." *Peer Review* 11.1 (Winter 2009): 24-27. *Academic OneFile*. Web. 31 Aug. 2009.
Burnett and Williams make another clear case for the use of e-portfolios, with a focus on how rubrics are designed and used in assessing ePortfolios.

Clark, J. Elizabeth and Brett Eynon. "E-portfolios at 2.0—Surveying the Field." *Peer Review* 11.1 (Winter 2009): 18-23. *Academic OneFile*. Web. 31 Aug. 2009.
Another article that ensures readers that e-portfolio will change the trajectory of higher education. Clark and Eynon describe four different reasons that e-portfolio is becoming more important on college campuses. The authors emphasize the idea that using e-portfolio for outcomes assessment allows assessment practices to be "faculty-driven" instead of externally mandated. Includes a nice sidebar about how Washington State University (a forerunner in higher education assessment) and LaGuardia Community College (a surprising forerunner) have used e-portfolio. Links to e-portfolio galleries are also offered. See Pennsylvania State University (portfolio.psu.edu/gallery) and San Francisco State University (eportfolio.sfsu.edu/gallery.php) for examples.

Epac.pbworks.com. Home page. EPAC Community of Practice: Electronic Portfolio Action and Communication. Web. 31 Aug. 2009 <http://epac.pbworks.com>.
An online community of ePortfolio scholars and users to encourage sharing of resources, strategies, and tools.

"ePortfolios for Learning." *WSU.edu.* Washing State University Center for Teaching, Learning, & Technology. n.d. Web. 31 Aug. 2009. <https://my.wsu.edu/portal/page?_pageid=177,301634&_dad=portal&_schema=PORTAL> WSU offers an excellent introduction to the what and why of ePortfolios, and because they are a national leader in assessment planning and ePortfolio implementation, this visually appealing and well-organized site is especially valuable to readers. Washington State University is widely recognized as one of the front runners in modern and authentic assessment practices. There is also a gallery of student e-portfolios for public perusal.

Gardner, Traci. "Showcasing Thinking in Portfolio Assessment." *NCTE Inbox Blog.* National Council of Teachers of English. 26 March 2007. 31 Aug. 2009 <http://ncteinbox.blogspot.com/2007/03/active-thinking-and-e-portfolios.html>. Gardner explains the difference between active and passive e-portfolios and the importance of designing active e-portfolios that are visually and textually meaningful for students. Students must be able to use them, share them, and they must *want* to do so.

Godwin-Jones, Robert. "Emerging Technologies: Web-Writing 2.0 – Enabling, Documenting, and Assessing Writing Online." *Language Learning & Technology* 12.2 (June 2008): 7-13. *Academic OneFile.* Web. 31 Aug. 2009. Godwin-Jones of Virginal Commonwealth University offers a clear definition of e-portfolios and how they're best used in assessment. Article also briefly touches on a variety of other online tools for assessing. Brief but useful. Several helpful links offered, including links to e-portfolio sites.

Miller, Phil. "Engaging Students in the ePortfolio Process." *Campus Technology* (5 July 2005): N. pag. Web. 31 Aug. 2009 <http://campustechnology.com/articles/2005/07/engaging-students-in-the-eportfolio-process.aspx?sc_lang=en> Miller explains the need for ePortfolios that are "student-centric" but also useful for institutional assessment.

Miller, Ross and Wende Morgaine. "The Benefits of E-portfolios for Students and Faculty in their Own Words."*Peer Review* 11.1 (Winter 2009): 8-12. *Academic OneFile.* Web. 31 Aug. 2009. Miller and Morgaine summarize the essential reasons why e-portfolio is gaining momentum in higher education, focusing on the benefits of e-portfolio as an effective learning tool for encouraging student self-assessment (and "**being responsible for their own learning"**). The authors use testimonies from actual students and faculty to highlight e-portfolio's potential. The article also emphasizes the variety of ways that e-portfolio can be used

Murphy, Sandra. "Some Consequences of Writing Assessment." *Balancing Dilemmas in Assessment and Learning in Contemporary Education*. Eds. Anton Havnes and Liz McDowell. Routledge: London, 2007. 33-50. Print. Murphy addresses some of the difficulties with evaluating portfolios. (A rougher version of Murphy's article is also available at: http://www.writing.ucsb.edu/wrconf08/Pdf_Articles/Murphy_Article.pdf)

Penrod, Diane. *Composition in Convergence: The Impact of New Media on Writing Assessmen*t. by Diane Penrod. Mahwah: Lawrence Erlbaum Associates, 2005.

> Penrod warns against ePortfolio practices that focus too much on product and not enough on process. Eportfolios that achieve authentic assessment should be something other than mere "digitized versions of the common paper portfolio" (98). Penrod is concerned for the state of writing assessment in modern "networked environments" and she calls writing teachers to "deep assessment." This kind of assessment asks for students to include all kinds of artifacts that represent the student's learning. Penrod offers strategies for implementing this "**deep assessment**" and encourages readers to think outside the box of summative portfolio assessment.

Smith, Kari and Harm Tillema. "The Challenge of Assessing Portfolios: In Search of Criteria." *Balancing Dilemmas in Assessment and Learning in Contemporary Education*. Eds. Anton Havnes and Liz McDowell. Routledge: London, 2007. 183-195. Print.

> Especially relevant to department currently developing ePortfolio communities for assessment purposes.

Topp, Neal W. "Meeting the Accountability Challenge by Implementing a Campus-Wide ePortfolio." *Campus Technology* (24 Feb. 2006): N. pag. Web. 31 Aug. 2009 <http://campustechnology.com/Articles/2006/02/Meeting-the-Accountability-Challenge-by-Implementing-a-CampusWide-ePortfolio.aspx?sc_lang=en&Page=1>

> Another case for ePortfolio use. Topp is the director of the Center for ePortfolio-Based Assessment (CeBA).

Wilcox, Bonita. "Writing Portfolios: Active vs. Passive." *The English Journal* 86.6 (Oct. 1997): 34-37. *JSTOR.* Web. 31 Aug. 2009.

> Wilcox cautions **against the "passive" portfolio**. She makes a case **for the "active" portfolio**, as an assessment tool but more importantly as a tool for students' own self-assessment. Wilcox clearly distinguishes between active and passive portfolios. Even though she doesn't address online portfolios, this information is useful to us as we construct our e-portfolio communities and develop portfolio assessment. It's all about encouraging "students to take the responsibility for their own learning" (37). This article is also referred to in Gardner's blog post from above.

Yancey, Kathleen Blake. "Electronic Porfolios a Decade into the Twenty-first Century: What We Know, What We Need to Know." *Peer Review* 11.1 (Winter 2009): 28-32. *Academic OneFile.* Web. 31 Aug. 2009.

> Yancey explains how important it is to establish student ownership of e-portfolios, even when they're used for assessment. To go along with Yancey's 2009 report, "Writing in the 21st Century," the goal of fostering student engagement is emphasized here along with the need to help students make connections from class to class and from "classes to larger contexts" (30).

---. "Postmodernism, Palimpsest, and Portfolios: Theoretical Issues in the Representation of Student Work." *CCC* 55.4 (June 2004): 738-761.

http://www.montgomerycollege.edu/departments/studevgt/onlinsts/Resources/postmodernism.pdf

Yancey address the differences between print and online portfolios. She summarize the potential of digital portfolios: "Moreover, as students move from one curricular experience to another—from first-year composition to service learning assignment to the introduction to the major to the internship to the junior seminar to the capstone—they find in the portfolio a continuing site where experiences can be planned, articulated, interrogated, reflected upon, made sense of." Yancey reminds us that ePortfolio is invaluable to assessing students across time.

RUBRICS

A Note on RUBRICS: During my assessment research I have located a number of rubrics, many of which are flawed or not immediately applicable to our courses or program, but that still inspire ideas for rubric design. If you are looking for a certain kind of rubric, please let me know. I have a file of rubric examples. **However,** in my quest for good examples of outstanding rubrics, I still haven't found exactly what I'm looking for. I encourage you to share your own rubrics with me and the department as a way to inspire sound rubric design. Please email me with anything you'd like to share regarding good rubric design. I'm very interested in hearing about your rubric successes.

Andrade, Heidi Goodrich. "Teaching with Rubrics: The Good, the Bad, and the Ugly." *College Teaching* 53.1 (Jan. 2005): 27-30. *Academic OneFile*. Web. 31 Aug. 2009.
Leane Rutherford of UMD's IDS office included this article in a packet for a presentation (from 2007) on effective grading practices. Andrade addresses the basic ins and outs of rubric use, with **practical suggestions** for how to make rubrics work for instructors and their students. Andrade explains the importance of having one's rubrics critiqued by other faculty and by students for "validity, reliability, and equity" (30). **Sound rubric design** is emphasized.

Moore, Anna. "Where Does Spite Fit Into the Rubric." *The Quarterly* 24.4 (Fall 2002): 3-5. Web. 31 Aug. 2009 <http://www.nwp.org/cs/public/print/resource/446>.
Moore, a professor at California State University-Chico, offers a candid and conversational analysis of how a teacher struggles to grade a student objectively, even when using a rubric. A fun read. Published by the National Writing Projects journal, *The Quarterly.*

Stevens, Dannelle D. and Antonia Levi. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning.* Sterling: Stylus, 2005. Print.
A great resource for inspiring rubric design and content. You can find out more about the book at www.introductiontorubrics.com as well locate basic templates for rubric design and links to different kinds of rubrics used at other colleges.

---. "Too Much Time Grading Papers?" *Advocate* 26.6 (June 2009): 5-8. Print.
Article also available here: <http://www.nea.org/home/33605.htm>.
Authors of *Introduction to Rubrics* (mentioned above), Stevens and Levi offer basic rubric design advice ("The Do-It-Yourself Rubric") as well as a series of concise articles of best

practices, frequently asked questions, and personal anecdotes; they also include a short list of useful references.

Wilson, Maja. *Rethinking Rubrics in Writing Assessment*. Portsmouth: Heinemann: 2006. Print.
> At first glance, this appears to be a book against assessment and against rubrics, but like most seemingly anti-assessment literature, it is really just against *bad assessment.* Wilson, a High School teacher, adopts a notably narrative approach to the topic of rubrics and assessment. She offers an argument against the common rubric and cautions against rote assessment practices. Wilson's argument is important because it reveals the potential risks of *assessment* that becomes so focused on ensuring achievement (and agreement) that it leads to paralyzing conformity and fear amongst faculty. Wilson also brings up the truth that even the best rubrics fail to fully explain why a certain grade was received. For Wilson, rubrics are merely "reductive"(57); she dismisses the truly student-centered approach that rubrics, when executed effectively, can provide. She values norming sessions like the UMD Department of Writing Studies has held, but she says that we must agree to disagree, at least to some extent. Wilson might underestimate the value of a good rubric, but she has good reasons to question their omnipresence in education. She reminds us of the importance of **authentic assessment**, referring to Brian Huot's term, "**instructive assessment**"(89). And she reminds writing teachers to be authentically *responsive* to student writing, lest we be too driven by a mechanical, perfectly charted rubric. This book offers several practical tips for instructive assessment.

ACTION RESEARCH

Gurung, Regan A. and Beth M. Schwartz. *Optimizing Teaching and Learning: Practicing Pedagogical Research.* Maiden: Wiley-Blackwell, 2009. Print.
> With the workload that assessment creates, it only makes sense to look for ways to embed assessment practices into the research practices of interested faculty. If an instructor or professor is experimenting (or mastering) pedagogical shifts to enhance student learning in a particular course, why not write about it too? This book paves the way and attempts to address the questions "**What is Pedagogical Research?**" and "**Why is Pedagogical Research Important?**" The book goes on to describe ways to turn pedagogical research into scholarship. Gurung is Chair of Human Development at the University of Wisconsin, Green Bay. Schwartz is an award winning Professor of Psychology at Randolph College.

Thomas, Elizabeth and Diane Gillespie. "Weaving Together Undergraduate Research, Mentoring of Junior Faculty, and *Assessment*: The Case of an Interdisciplinary Program." *Innovative Higher Education* 33.1 (June 2008): 29-39. *SpringerLink.* Web. 31 Aug. 2009 <http://www.springerlink.com/content/030m121188t3883g>.
> Jackie Millslagle has encouraged faculty, especially junior faculty to embrace the possibility of action research related to assessment as part of their pursuit of professional development and tenure. This article describes how one team of professors took this on at the University of Washington Bothell. What's particularly appealing, is the way that they integrated not only faculty research but undergraduate research, which again encourages a student-centered approach with an emphasis on transparency to the student body.

POSSIBLE JOURNALS FOR ACTION RESEARCH

Assessing Writing

http://www.sciencedirect.com/science/journal/10752935

Published by Elsevier Science. International, refereed, and broad in scope. See the journal's detailed publication information here:

http://www.elsevier.com/wps/find/journaldescription.cws_home/620369/description#description.

Practical Assessment, Research & Evaluation (PARE)

http://pareonline.net

A peer-reviewed electronic journal with 14 volumes and 209 titles published (as of August 2009). Established in 1999, PARE is run by volunteers, and could be a good place to publish action research in the name of good assessment.

WHAT ARE OTHER COLLEGES DOING?

Aldeman, Chad, and Kevin Carey. "Ready to Assemble: Grading State Higher Education Accountability Systems." EducationSector Reports (June 2009): 1-8. Web. 31 Aug. 2009 <http://www.educationsector.org/usr_doc/HigherEdSummary.pdf>.
>A large-scale summary of the state of institutional assessment in higher education. This EducationSector Report discusses, in detail, the outside forces that motivate assessment and accountability. This report attempts to illustrate the big picture of how assessment is linked to state and national expectations/policy making.

Banta, Trudy W., et al. *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco: Jossey-Bass, 1996. Print.
>Another book recommended by Walvoord (from a small list of suggestions in *Assessment Clear and Simple)*. Comprehensive and clear, with several examples of effective assessment practices. Emphasizes the need for continuous, embedded assessment (not "one-shot" assessment). This book is especially useful for its concise summaries of how different programs are *doing* assessment.

Downs, Doug and Sandra Jamieson. *Writing Majors at a Glance.* Eds. Gina L. Genova and CCCC Committee on the Major in Rhetoric and Composition. 30 Jan. 2009. Web. 31 Aug. 2009. <http://www.ncte.org/library/NCTEFiles/Groups/CCCC/Committees/Writing_Majors_Final.pdf>.
>This detailed chart offers an interesting look into writing programs at other universities. The chart includes the name of the institution, name of major and department, the program's mission/description/purpose, list of general education courses that are part of the major, gateway courses, core courses, required courses, electives, capstones, and contact information. A very useful tool as we develop our own program.

Jaschik, Scott. "Assessment is Widespread." *Inside Higher Ed* (28 Apr. 2009): N. pag. Web. 31 Aug. 2009 <*http://www.insidehighered.com/news/2009/04/28/assess*>.
>Jaschik summarizes the spring 2009 study on assessment trends in higher education (*Learning and Assessment: Trends in Undergraduate Education*), conducted by the Association of American Colleges and Universities. Entry for full report can be found above.

"Learning and Assessment: Trends in Undergraduate Education: A Survey Among Members of The Association of American Colleges and Universities." Hart Research Associates (Apr. 2009): 1-12. Web. 31 Aug. 2009 <http://www.aacu.org/membership/documents/2009MemberSurvey_Part1.pdf>. What are other colleges doing? This comprehensive report offers information about what types of assessment are used at various universities and traces trends in general education. The most important thing to come out of this survey might have been the indication that assessment practices are not understood by students. Many modern assessment scholars argue that If assessment is to be student-centered, then it should be transparent to students and focused on the ultimate goal of improving student learning.

WHAT ARE OTHER COLLEGES DOING? UNIVERSITY ASSESSMENT PAGES
Note: The following references are not listed in MLA style (for streamlined readability)

Eastern Washington University
"Embracing the Exit: Assessment, Trust, and the Teaching of Writing"
by Joseph Eng, Composition Forum (Fall 2006)
http://compositionforum.com/issue/16/embracing-exit.php
Eng, currently a professor of English and Rhetoric and director of the University Writing Program and Academic Achievement Skills Program at California State University Monterey Bay, discusses the assessment of first year composition during his seven years at EWU.

California State University, Chico
Program Portfolio: B.A. in Communication Studies
Learning Outcomes
http://www.csuchico.edu/vpaa/vpprae/evaluation/apr/portfolios/cme/comstu/outcomes.shtml
 Although this link is from their communications department, their SLOs are somewhat similar to ours, and therefore it is helpful to check out their curriculum matrix (mapping courses to program SLOs) http://www.csuchico.edu/vpaa/vpprae/evaluation/apr/portfolios/cme/comstu/matrix.pdf.

California State University, Northridge
Education Policies Committee
General Education: Undergraduate Learning Goals and Student Learning Outcomes
http://www.csun.edu/epc/documents/GE_SLOs_approved_11_16_05.pdf
This PDF offers a detailed breakdown of the student learning outcomes for the university's general education curriculum, including "Analytical Reading and Expository Writing," which is included as their first basic skill and "Writing Intensive" course requirements, listed as the final goal.

California State University, San Marcos
Department of Literature and Writing Studies
http://lynx.csusm.edu/ltwr/undergrad
This program at CSUSM was formerly just the English department. It's interesting to compare their mission statement and learning outcomes to our own. And although this may not be the best

example, it is an example of how a department can make their goals and mission more transparent to students.

Indiana University Northwest
Campus Assessment of Student Learning Outcomes
Unit Reports: English, Assessment Summary Fall 2007-Spring 2008
http://www.iun.edu/~caslo/results/coas/eng.shtml
As we prepare our assessment plan for 2009/2010 school year and work toward the required spring assessment report, this sample from Indiana University is helpful because it shows how introductory courses as well as program-level courses can be reported simultaneously. The report

Seattle University
Writing in the Disciplines
Assessment Narrative – Seattle University (Writing in the Disciplines)
http://wpacouncil.org/SeattleU
Located on the *Council of Writing Program Administrators* website*.*
This narrative from Seattle University is helpful because the assessment narrative here could be adapted and applied to our own B.A. in Writing Studies. Headed by John C. Bean, author of *Engaging Ideas* (Jossey-Bass), this narrative starts with the program's research question, which in this case is "to what extent do seniors in each undergraduate major produce "expert insider prose" in their disciplines?" The Seattle narrative is just one example of the many narratives available on this Council of Writing Program Administrators website. See http://wpacouncil.org/assessment-models for more examples.

University of California, Irvine
Composition Program
Student Learning Outcomes Statement: First-Year Composition at UC Irvine
https://eee.uci.edu/programs/comp/outcomes.pdf
UC Irvine offers a detailed list of learning outcomes for their first year composition course.

University of Denver
University Writing Program
Assessment and Research
http://www.du.edu/writing/AssessmentandResearch.htm
University of Denver conducted a longitudinal study of undergraduate writing in 2007, which can be found here. And there's a link to a report titled "Assessing Student Writing and Writing Instruction at the University of Denver," which is especially helpful for its suggestions on assessing first year writing, like our Writ 1120. Additionally, they have a very specific plan for collecting e-portfolios from first year writing students (albeit also overly rigid, perhaps), which they use for assessment purposes. The site also offers a PDF publication of samples from their first year writing students, which might inspire the idea of having some kind of publishing outlet for students in the department of writing studies at UMD.

University of Washington
UW Writes: Writing Resources for Departments, Teachers, & Students
Next Steps: A Public Forum on Transforming Student Writing in the College of Arts & Sciences

http://depts.washington.edu/writeuw/SpecialReport2005.pdf
Describes the efforts and processes that UW went through to achieve overall better student writing. UW has an Undergraduate Curriculum Writing Committee (UCWC) that hosts regular symposiums to inspire improved writing instructions across disciplines, with guests such as Gerald Graff, Cathy Birkensten, and John C. Bean. The UCWC is also devoted to research and maintaining consistent audits of campus-wide writing issues. The committee's conclusions and recommendations, based on a nine-month study, can be read at http://www.artsci.washington.edu/writesum.asp. UW brings up the need for a writing center, writing director, and writing across the curriculum. This study inspired the creation of a more coherent cross-campus writing program. See home page at http://depts.washington.edu/writeuw. Also of interest, in the name of professional development and encouraging good teaching: UW has a Scholarship of Teaching and Learning Forum and hosts an Annual Teaching and Learning Symposium (http://depts.washington.edu/sotl). This forum supports the idea of teaching as scholarly work.

Virginia Tech
Office of Academic Assessment
Assessment Links
http://www.aap.vt.edu/links
The Office of Academic Assessment at Virginia Tech offers this list of links to the assessment pages of 23 other colleges.

COMPREHENSIVE RESOURCES

Chauncey, Bonnie. "Internet Resources: Alternative Assessment in Higher Education: Web sites for a Learner-Centered Approach." *Association of College & Research Libraries*. American Library Association, 2006. Web. 31 Aug. 2009. <http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/resources/altassess.cfm>. Chauncey, an education librarian at Northeastern Illinois University offers this very comprehensive list of online assessment resources. There's much to explore here.

"Internet Resources for Higher Education Outcomes Assessment." *University Planning & Analysis*. North Carolina State University, 2009. Web. 31 Aug. 2009 <http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>. Maintained by North Carolina State University, this comprehensive list offers an overwhelming collection of assessment resources (listing newest updates first), including lists of glossary pages, individual institutions' assessment-related pages, assessment handbooks, and accrediting bodies. As the NCSU states, "This website has gained world recognition and is considered a major resource in the field of assessment." Comprehensive, if also a bit difficult to navigate and sort through.

Citations complied by and annotations composed by Brandy L. Hoffmann, University of MN-Duluth