

SUGGESTED READINGS ON USING ASSESSMENT RESULTS TO IMPROVE TEACHING AND LEARNING

- Angelo, T. A. (1993, April). A "teacher's dozen": Fourteen general, research-based principles for improving higher learning in our classrooms. *AAHE Bulletin*, 45(8), 3-7, 13. Available online: [http://www.csuchico.edu/~lsteder/ceeoc/teachers\\_dozen.pdf](http://www.csuchico.edu/~lsteder/ceeoc/teachers_dozen.pdf)
- Association of American Colleges & Universities. (2002). *Greater expectations: A new vision for learning as a nation goes to college*. Washington, DC: Author. Available online: <http://www.greaterexpectations.org>
- Astin, A. W. (1993). *What matters in college: Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Barr, R. B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change*, 27(6), 12-25. Available online: <http://critical.tamucc.edu/~blalock/readings/tch2learn.htm>
- Chickering, A. W., & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 5-10.
- Chickering, A. W., & Gamson, Z. (1991). Applying the seven principles for good practice in undergraduate education (*New Directions for Teaching and Learning*, No. 47). San Francisco, CA: Jossey-Bass.
- Coalition of Essential Schools. (n.d.). *How to analyze a curriculum unit or project and provide the scaffolding students need to succeed*. Oakland, CA: Author. Available online: [http://www.essentialschools.org/cs/resources/view/ces\\_res/85](http://www.essentialschools.org/cs/resources/view/ces_res/85)
- Gardiner, J. (2002). Research on learning and student development and its implications. In R. Diamond (Ed.), *Field guide to academic leadership*. San Francisco: Jossey-Bass.
- Huba, M. E., & Freed, J. E. (2000). Understanding hallmarks of learner-centered teaching and assessment. In *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning* (pp. 32-64). Needham Heights, MA: Allyn & Bacon.
- Kuh, G. (2001). Assessing what really matters to student learning: Inside the National Survey of Student Engagement. *Change*, 33(3), 10-17, 66.
- Kuh, G. D., Schuh, J. H., Whitt, E. J., & Associates. (1991). *Involving colleges: Successful approaches to fostering student learning and development outside the classroom*. San Francisco, CA: Jossey-Bass.
- Light, R. (2001). *Making the most of college: Students speak their minds*. Cambridge, MA: Harvard University Press.
- McKeachie, W. J., & Others. (2002). *Teaching tips: Strategies, research, and theory for college and university teachers* (11th ed.). Boston, MA: Houghton Mifflin.
- Mentkowski, M., & Associates. (2000). *Learning that lasts: Integrating learning, development, and performance in college and beyond*. San Francisco, CA: Jossey-Bass.
- Miller, M. A. (2007, September/October). Habits die hard. *Change*, vol(no), 7-8.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass.
- Pascarella, E. T. (2001). Identifying excellence in undergraduate education: Are we even close? *Change*, 33(3), 19-23.
- Pascarella, E. T., & Terenzini, P.T. (2005). *How college affects students: A third decade of research*. San Francisco, CA: Jossey-Bass.
- Steen, L. A. (1992, May). 20 questions that deans should ask their mathematics department (or, that a sharp department will ask itself). *AAHE Bulletin*, 44(9), 3-6.
- Strange, C. C., & Banning, J. H. (2000). *Educating by design: Creating campus learning environments that work*. San Francisco: Jossey-Bass.
- Suskie, L. (2004). Using assessment findings effectively and appropriately. In *Assessing student learning: A common sense guide* (pp. 300-317). San Francisco: Jossey-Bass Anker Series.
- Tagg, J. (2003). *The learning paradigm college*. San Francisco: Jossey-Bass Anker Series.

Walvoord, B. E., & Breihan, J. R. (1997). Helping faculty design assignment-centered courses. In D. DeZure (Ed.), *To improve the academy* (Vol. 16) (pp. 349-372). Stillwater, OK: New Forums Press.

Wehlburg, C. M. (2006). *Meaningful course revision: Enhancing academic engagement using student learning data*. San Francisco: Jossey-Bass Anker Series.

What research says about improving undergraduate education. (1996). *AAHE Bulletin*, 48(8), 5-8.

Compiled by Linda Suskie, Middle States Commission on Higher Education  
August 19, 2009