

Publications and Projects related to the Collegiate Learning Assessment

June 2, 2008

Benjamin, Roger. "The Environment of American Higher Education: A Constellation of Changes," *The ANNALS of the American Academy of Political and Social Science* 585 (2003): 8-30.

Benjamin, Roger. (2007) "Recreating A Faculty Role in University Governance." *Fixing the Fragmented University*. Ed. J. Burke. Bolton, MA: Anker Publishing, 2007: 70-98.

Benjamin, Roger and Marc Chun. "A New Field of Dreams: The Collegiate Learning Assessment Project." *Peer Review* 5.4 (2003): 26-29.

Benjamin, Roger and Stephen Klein (2007). "Assessment Versus Accountability In Higher Education: Notes On Reconciliation." *United Nations Educational, Scientific and Cultural Organization (UNESCO) Commissioned Paper Series* (2006): 1-26. 2 June 2008 <<http://portal.unesco.org/education/en/files/53749/11840803645Benjamin.pdf/Benjamin.pdf>>.

Benjamin, Roger and Richard Hersh. "Measuring the Difference College Makes: The RAND/CAE Value Added Assessment Initiative." *Peer Review* 4.2/3 (2002): 7-10.

Carini, Robert, George Kuh, and Stephen Klein. "Student Engagement and Student Learning." *Research in Higher Education* 47.1 (2006): 47-68.

Chun, Marc. "Looking Where the Light is Better: A Review of the Literature on Assessing Higher Quality Education." *Peer Review* 4.2/3 (2002): 16-25.

Klein, Stephen. "Characteristics of Hand and Machine-Assigned Scores To College Students' Answers To Open-Ended Tasks." *Probability and Statistics: Essays in Honor of David A. Freedman*. Eds. Deborah Nolan and Terry Speed. Beachwood, Ohio: Institute of Mathematical Statistics, 2005. 76-89.

Klein, Stephen. "Direct Assessment of Cumulative Student Learning." *Peer Review* 4.2/3 (2002): 26-28.

Klein, Stephen. "The Costs and Benefits of Performance Testing on the Bar Examination." *The Bar Examiner* 65.3 (1996): 13-20.

Klein, Stephen, Marc Chun, Laura Hamilton, George Kuh, and Richard Shavelson. "An Approach to Measuring Cognitive Outcomes Across Higher Education." *Research in Higher Education* 46.1 (2005): 251-276.

Klein, Stephen, Roger Benjamin, Roger Bolus, and Richard Shavelson. "The Collegiate Learning Assessment: Facts and Fantasies." *Evaluation Review* 31.5 (2007): 415-439.

Shavelson, Richard. "Assessing Student Learning Responsibly: From History to an Audacious Proposal." *Change* 39.1 (2007): 26-33.

Shavelson, Richard. *A Brief History of Student Learning: How We Got Where We Are and a Proposal for Where to Go Next*. Washington, DC: Association of American Colleges and Universities, 2007.

Shavelson, Richard and Leta Huang. "Responding Responsibly to the Frenzy to Assess Learning In Higher Education." *Change* 35.1 (2003): 10-17.

Forthcoming

Benjamin, Roger, Marc Chun, Richard Hersh, Stephen Klein, and Richard Shavelson. *The Collegiate Learning Assessment*.

Hardison, Chaitra and Anna Marie Vilamovska. "Critical Thinking Performance Tasks: Setting and Applying Standards for College-Level Performance"

Klein, Stephen. "How the CLA Differs from NCLB."

Shavelson, Richard. "The Collegiate Learning Assessment." *The Quest to Assess Learning and Hold Higher Education Accountable*. Stanford, CA: Stanford University Press.

Shavelson, Richard. "The Spellings Report and the Collegiate Learning Assessment."

Projects

Arum, Richard (New York University) and Josipa Roksa (University of Virginia). "The Effect of Institutional Characteristics, Course-Taking Patterns, and Social and Academic Factors on the Learning Outcomes of Disadvantaged Students." A project sponsored by the Social Science Research Council and CAE and funded by the Ford Foundation and the Lumina Foundation.

Council for Aid to Education (CAE), The Education Testing Service (ETS), the American College Testing Program, Inc. (ACT). "Test Validity Study (TVS)." A collaboration to examine the construct validity of various critical thinking and writing measures (i.e., MAPP, CAAP, and CLA) that are options for use in the Voluntary System of Accountability (VSA). Investigators will address several research questions by giving these measures to approximately 1,200 students (freshmen and seniors) across a diverse set of 13 colleges and universities in the fall of 2008. Researchers will examine whether different measures that are designed to assess the same or similar abilities, such as critical thinking, correlate higher with each other than they do with measures that are intended to

assess other abilities, such as mathematical skills. The study also will examine the role test format plays in the correlation among measures; for example, do critical thinking tests that use a multiple choice format measure abilities that are different than those assessed by open-ended (constructed response) type tests? Funding through the Fund for the Improvement of Postsecondary Education (FIPSE).