|  |
| --- |
| **PUBLICATION VENUES for Program Assessment Research*****Thank you to Dr. Naida Simon for researching and preparing this list.*** |
| **Journals; Disciplinary areas** | **Description** | **Sample titles** |
| **Journal of Case Studies in Accreditation and Assessment;** All disciplinesPeer reviewed Less than 30% acceptance rate<http://www.aabri.com/jcsaa.html> | The ***Journal of Case Studies in Accreditation and Assessment*** (JCSAA) publishes original, unpublished case studies related to accreditation and assessment issues in higher education. Studies reflecting issues and solutions to higher-education accreditation and assessment concerns like budgeting, outcomes/goals development, assessment implementation, rubric development and implementation, creating faculty ownership, and resistance to change are appropriate topics. | "Assessment of BSBA students’ conversancy in current **business** issues: A case study"; "Multiple regression as a practical tool for **teacher preparation** program evaluation"; "Development of an instrument for indirect assessment of college **business** programs" |
| **Academic Medicine;** MedicinePeer reviewed Impact Factor = 3.468[http://www.academicmedicine.org](http://www.academicmedicine.org/) | **Academic Medicine:** Serves as a forum for the exchange of ideas, information, and strategies to address the major challenges facing the academic medicine community. | "Workforce, Learners, Competencies, and the Learning Environment: Research in **Medical Education** 2014 and the Way Forward"; "Two Sets of Articles to Help Us Develop New **Educational** Approaches and Nurture Important Connections" |
| **American Journal of Evaluation (AJE);** Education, FPCA, Liberal Arts, Science, Nursing, LawPeer reviewed Impact Factor = 0.965[http://aje.sagepup.com](http://aje.sagepup.com/) | **American Journal of Evaluation (AJE):** Contains articles on techniques and methods of evaluation to assist evaluators to improve the theory and practice of their profession, to develop their skills, to encourage dialogue, and to improve their knowledge base. AJE explores decisions and challenges related to conceptualizing, designing and conducting evaluations. Four times/year it offers original, peer-reviewed, articles about the methods, theory, ethics, politics, and practice of evaluation. AJE features broad, multidisciplinary perspectives on issues in evaluation relevant to education, public administration, behavioral sciences, human services, health sciences, sociology, criminology and other disciplines and professional practice fields.  | "Who is afraid of **evaluation**? **Ethics** in evaluation research as a way to cope with excessive evaluation anxiety: Insights from a case study"; :Evaluator training: Content and topic valuation in u**niversity** evaluation courses" |

|  |  |  |
| --- | --- | --- |
| **Journal; Disciplinary areas** | **Description** | **Sample titles** |
| **Assessment & Evaluation in Higher Education;** Education, SciencesPeer reviewed Impact Factor not found<http://www.tandfonline.com/toc/caeh20/current> | **Assessment & Evaluation in Higher Education:** All aspects of assessment and evaluation relevant to the generalist in higher education. | "Understanding academics’ resistance towards (online) student evaluation"; "Closing the feedback loop: **physics** undergraduates’ use of feedback comments on laboratory coursework" |
| **Canadian Journal of Program Evaluation;** Education, Liberal Arts, Law, BusinessPeer reviewed Impact Factor not found<http://www.ucalgary.ca/UofC/departments/UP/UCP/CJPE.html> | **Canadian Journal of Program Evaluation:** Publishes articles on all aspects of the theory and practice of evaluation, including methodology, evaluation standards, implementation of evaluations, reporting and use of studies, and the audit or meta-evaluation of evaluation.  | "A Professional Grounding and History of the Development and Formal Use of Evaluator Competencies "; "A Good Start, But We Can Do Better" |
| **Educational Assessment, Evaluation and Accountability;** Education, Sciences, Law, BusinessPeer reviewed Impact Factor pending[http://www.springer.com/education/assessment,+testing+&+evaluation/journal/11092](http://www.springer.com/education/assessment%2C%2Btesting%2B%26%2Bevaluation/journal/11092) | **Educational Assessment, Evaluation and Accountability:** Contains research and applied scholarship on current issues in the evaluation of teacher and administrator performance. | "Personality and student performance on evaluation methods used in **Business Administration** courses"; "Navigating dilemmas in transforming experiences of **mathematics teachers** in Ontario, Canada" |

|  |  |  |
| --- | --- | --- |
| **Journal; Disciplinary areas** | **Description** | **Sample titles** |
| **Evaluation and Program Planning;** Education, FPCA, Liberal Arts, Nursing, Law, Business, MedicinePeer reviewed Impact Factor = 1.096<http://www.journals.elsevier.com/evaluation-and-program-planning/#description> | **Evaluation and Program Planning:** Provides articles based on the principle that the techniques and methods of evaluation and planning transcend the boundaries of specific fields and that relevant contributions to these areas come from people representing many different positions, intellectual traditions, and interests.  | "Concept mapping and network analysis: An analytic approach to measure ties among constructs"; "Facilitating Lewin's change model with collaborative evaluation in promoting evidence based practices of health professionals" |
| **Evaluation and the Health Professions (EHP);** Nursing, Pharmacy, MedicinePeer reviewed Impact Factor = 1.672[http://ehp.sagepub.com](http://ehp.sagepub.com/) | **Evaluation and the Health Professions (EHP):** Provides a forum for all health care professionals interested or engaged in the study, design, and control of the physical environment and its interaction with human behavioral systems. EHP provides health-related professionals with state-of-the-art methodological, measurement, and statistical tools for conceptualizing the etiology of health promotion and problems, and developing, implementing, and evaluating health programs, teaching and training services, and products that pertain to a myriad of health dimensions. It is a member of the Committee on Publication Ethics (COPE). | "Evidence for the Validity of Grouped Self-Assessments in Measuring the Outcomes of Educational Programs"; "Are Researcher Development Interventions, Alone or in Any Combination, Effective in Improving Researcher Behavior? A Systematic Review" |
| **Evaluation Review (ERX);** All disciplinesPeer reviewed Impact Factor = 0.600<http://erx.sagepub.com/> | **Evaluation Review (ERX):** Provides a forum for researchers, planners, and policymakers engaged in the development, implementation, and utilization of evaluation studies. ERX is an interdisciplinary forum for social science researchers, planners, and policy makers who develop, implement, and utilize studies designed to improve the human condition. Consistently highly ranked and cited, Evaluation Review brings together the latest applied evaluation methods used in a wide range of disciplines. It presents the latest quantitative and qualitative methodological developments, as well as related applied research issues. | "Researching **Evaluation** Influence: A Review of the Literature"; "Advancing Program Evaluation Methods in **Criminology** and **Criminal Justice**" |
| **Journal; Disciplinary areas** | **Description** | **Sample titles** |
| **International Journal of Educational Research;** Education, Student ServicesPeer reviewed Impact Factor not found<http://www.journals.elsevier.com/international-journal-of-educational-research/#description> | **International Journal of Educational Research**: Covers results of importance for educational policy, practice and research. | Tends to focus on K-12 education; "Conceptions of **learning and knowledge** in **higher education:** Relationships with study behavior and influences of learning environments" |
| **International Journal for the Scholarship of Teaching and Learning (IJSOTL);** Education, Liberal Arts, Sciences, Medicine, Social Work Peer reviewed Impact Factor not found Open Access<http://www.georgiasouthern.edu/ijsotl/> | **International Journal for the Scholarship of Teaching and Learning (IJSOTL):** Contains articles, essays, and discussions on the scholarship of teaching and learning and applications in higher/tertiary education today. | "Introductory **biology** course reform: A tale of two courses"; "Students Perceptions of volunteering during thefirst two years of studying a **Social Work** degree" |
| **International Journal of Humanities Education;** Education, FPCA, Liberal Arts, SciencesPeer reviewed Impact Factor not found<http://ijhe.cgpublisher.com/> | **International Journal of Humanities Education:** This is a Common Ground publication and is housed at the University of Illinois Research Park in Champaign | "Considerations for Effective Learning from G. E. Newell’s "**Writing** to Learn""; "A Gadamerian Perspective on Teaching the **Humanities**: Students, Teachers, and the Unmethodical Questioning of Truth" |

|  |  |  |
| --- | --- | --- |
| **Journal; Disciplinary areas** | **Description** | **Sample titles** |
| **Journal of Engineering Education (JEE);** Education, EngineeringPeer reviewed Impact Factor = 2.717[http://www.asee.org](http://www.asee.org/) | **Journal of Engineering Education (JEE):** Presents scholarship, research and teaching methods in all disciplines of engineering education. JEE is published on behalf of the American Society for Engineering Education (ASEE) and serves to cultivate, disseminate, and archive scholarly research in engineering education. | "Assessment in **Engineering** Education: Evolution, Approaches and Future Collaborations"; "Scoring Concept Maps: An Integrated Rubric for Assessing **Engineering** Education" |
| **Journal of Evaluation in Clinical Practice (JCP);** Nursing, Pharmacy, MedicinePeer reviewed Impact Factor = 1.58<http://eu.wiley.com/WileyCDA/WileyTitle/productCd-JEP.html> | **Journal of Clinical Practice (JCP):** Aims to promote the evaluation and development of clinical practice across medicine, nursing and the allied health professions. The Journal of Evaluation in Clinical Practice is a high quality international scholarly journal which is concerned with the evaluation and development of clinical practice across medicine, nursing and the allied health professions. All aspects of health services research and public health policy analysis and debate are of interest to the Journal whether studied from a population-based or individual patient-centered perspective. Of particular interest to the Journal are articles on all aspects of clinical effectiveness and efficiency. | "The feasibility of e-learning as a quality improvement tool"; "Evidence-based medicine training in graduate medical education: past, present and future"; "Role of internship in higher education in environmental sciences" |
| **Journal of Evidence-Based Social Work: Advances in practice, programming, research and policy;** Law, Social WorkPeer reviewed Impact Factor not found<http://www.tandfonline.com/loi/webs20> | **Journal of Evidence-Based Social Work: advances in practice, programming, research, and policy:** Examines the use of evidence-based practice in everyday care, identifying and evaluating cutting-edge theory, techniques, and strategies. | "Evidence-based practice and s**ocial work**"; The missing link: The role of **social work** schools and evidence-based practice" |

|  |  |  |
| --- | --- | --- |
| **Journal; Disciplinary areas** | **Description** | **Sample titles** |
| **Journal of Legal Education;** LawPeer reviewed Impact Factor = 0.355<http://www.swlaw.edu/jle> | **Journal of Legal Education:** The primary purpose of the Journal is to foster a rich interchange of ideas and information about legal education and related matters, including but not limited to the legal profession, legal theory, and legal scholarship.  | "The Value of Variety in Teaching: A Professor's Guide"; " Designing a **Law** Library to Encourage Learning" |
| **Journal of Nursing Education;** NursingPeer reviewed Impact Factor = 0.761[http://journalofnursingeducation.com](http://journalofnursingeducation.com/) | **Journal of Nursing Education:** Provides a forum for original articles and new ideas for nursing educators in various types and levels of nursing programs. | "Removal of **Nursing** Faculty Practice Barriers in Academia: An Evidence-Based Model"; "Comparison of Expert Modeling Versus Voice-Over PowerPoint Lecture and Presimulation Readings on Novice **Nurse**s’ Competence of Providing Care to Multiple Patients" |
| **Journal of Nursing Education and Practice (JNEP);** NursingPeer reviewed Impact Factor not found Open Access<http://www.sciedu.ca/journal/index.php/jnep> | **Journal of Nursing Education and Practice** **(JNEP)**: Aims to promote a high standard of scholarship in the coverage of nursing education and practice. JNEP's primary aim is to promote a high standard of clinically related scholarship which supports the practice and education of nursing.  | "Student **nurses’** thinking during medication administration"; "Exploring pedagogical competence in a **distance education nursing** program: A case study" |
| **Journal of the Scholarship of Teaching and Learning (JoSoTL);** All disciplinesPeer reviewed Impact Factor not found Open Access<https://www.titans.lusb.edu/josotl> | **Journal of the Scholarship or teaching and Learning (JoSoTL):** Contains articles on teaching and learning processes at colleges and universities. Founded in 2001, the Journal of the Scholarship of Teaching and Learning (JoSoTL) is a forum for the dissemination of the Scholarship of Teaching and Learning in higher education for the community of teacher-scholars.  | "The effects of implementing recitation activities on success rates in a college **calculus** course"; "Assessing the impact of a short-term service-learning clinical experience on the development of professional behaviors of student **physical therapists**: A pilot study" |
| **Journal; Disciplinary areas** | **Description** | **Sample titles** |
| **Measurement and Evaluation in Counseling and Development;** Education, Engineering, SciencesPeer reviewed Impact Factor = 0.694<http://mec.sagepub.com/> | **Measurement and Evaluation in Counseling and Development**: focuses on the latest research and applications for counselors, administrators, educators, researchers and students. All articles clearly describe implications for the counseling field and for practitioners in assessment, measurement, and evaluation. | "**Counselor Competence**, Performance Assessment, and Program Evaluation: Using Psychometric Instruments "; "Patterns of SAT Scores, Choice of **STEM Major,** and Gender" |
| **National Collegiate Honors Council Journal;** Honorsacademic/Impact Factor not found[http://nchchonors.org](http://nchchonors.org/) | **National Collegiate Honors Council Journal:** Brings out practical and descriptive essays, including descriptions of successful Honors courses, suggestions for out-of-class experiences, and administrative issues. To support and enhance the community of educational institutions, professionals, and students who participate in collegiate Honors education around the world. | “Factors Influencing **Honors** College Recruitment, Persistence, and Satisfaction at an Upper-Midwest Land Grant University” ; “Building a Vibrant **Honors** Community among Commuter Students”  |
| **New Directions for Evaluation: A Publication of the American Evaluation Association** (ISSN: 1534-875X) Need to use the ISSN when on Wiley website]; Liberal Arts, BusinessPeer reviewed Impact Factor not found<http://josseybass.com/WileyCDA/WileyTitle/productCd-EV.html> | **New Directions for Evaluation**: Features empirical, methodological, and theoretical works on all aspects of evaluation. | "The Development of a Diversity Initiative: Framework for the Graduate Education Diversity Internship (GEDI) Program"; "Envisioning an Evaluation **Curriculum** to Develop Culturally Responsive Evaluators and Support **Social Justice**" |

|  |  |  |
| --- | --- | --- |
| **Journal; Disciplinary areas** | **Description** | **Sample titles** |
| **New Directions for Student Services** (ISSN: 1536-0695) [Need to use ISSN when on Wiley website]; Education, Student ServicesPeer reviewed Impact Factor not found<http://www.wiley.com/WileyCDA/Brand/id-17.html> | **New Directions for Student Services:** Offers guidelines and programs for aiding students in their total development: emotional, social, and physical, as well as intellectual. This quarterly monograph is filled with the latest research on student services in the higher education field. Each volume in the series is a completely self-contained, fully indexed edited collection featuring contributions from some of the top minds in the field. | "Special Issue: Research-Driven Practice in **Student Affairs**: Implications from the Wabash National Study of Liberal Arts Education"; "Making diversity work to improve **college student learning**" |
| **Pharmacy Education;** Education, PharmacyPeer reviewed Impact Factor not found[http://pharmacyeducation.fip.org](http://pharmacyeducation.fip.org/) | **Pharmacy Education:** Provides a forum for communication between academic teachers and practitioners, with an emphasis on new and established teaching and learning methods; new curriculum and syllabus directions; guidance on structuring courses and assessing achievement as well as the dissemination of new ideas. | "Evaluation of Third Year Doctor of **Pharmacy** Students’ Attitudes, Perceptions, and Behaviors on their Elective Decisions'; "Team Based Learning: Preparing **pharmacy** students for an integrated curriculum during induction" |
| **Program: Electronic library and information systems** (ISSN: 1758-7301); Engineering, Library/Information SciencesPeer reviewed Impact factor = 0.500[http://elibrary.wayne.edu/record=b3000106~S17](http://elibrary.wayne.edu/record%3Db3000106~S17) | **Program: electronic library and information systems:** Publishes articles, news and reviews, on the management and use of information technology in libraries, archives, museums, galleries, information centers and the information industry in general. | "Aligning Assessment to Organizational Performance in Distance Education Service Delivery"; "The New Digital Scholar: Exploring and Enriching the Research and Writing Practices of Nextgen Students" |

|  |  |  |
| --- | --- | --- |
| **Journal; Disciplinary areas** | **Description** | **Sample titles** |
| **Research & Practice in Assessment;** All disciplines peer reviewed; 40% acceptance ratehttp://www.rpajournal.com/archive/ | The goal of *Research & Practice in Assessment* is to serve the assessment community as an online journal focusing on higher education assessment.  It is dedicated to the advancement of scholarly discussion amongst researchers and practitioners in this evolving field.  *Research & Practice in Assessment* is a peer-reviewed publication that uses a double-blind review process. | "A Model for Outcomes Assessment of Undergraduate Science Knowledge and Inquiry Processes"; "The Role of Gender in Test-Taking Motivation under Low-Stakes Conditions "; "Assessing Graduate Student Learning in Four Competencies: Use of a Common Assignment and a Combined Rubric " |
| **Research in Education Assessment and Learning (REAL);** All disciplines; emphasis in Education, Engineering, SciencesPeer reviewed Impact Factor not found<http://www.iperc.org/REAL/> | **Research in Educational Assessment:** Research on education, assessment, and learning in the areas of science, technology, engineering, and mathematics. | "Affective Factors in **STEM** Learning and Scientific Inquiry: Assessment of Cognitive Conflict and Anxiety"; "Research in **physics** education, the early years" |
| **Studies in Educational Evaluation;** EducationPeer reviewed Impact Factor not found<http://journals.elsevier.com/studies-in-education-evaluation/> | **Studies in Educational Evaluation:** Features original reports of evaluation studies. Four types of studies are published by this journal and are focused on presenting both empirical and theoretical studies. | "What is **assessment** for learning?"; "Formative assessment and feedback: Making learning visible"; " Informal formative assessment: The role of instructional dialogues in assessing students'' learning" |

|  |
| --- |
| **CONFERENCES for Program Assessment Research** |
| **Conference** | **Description** | **Sample titles** |
| **AALHE Assessment Conference;** All disciplines[http://www.aalhe.org](http://www.aalhe.org/) | **AALHE Conference:** The conference, like the Association, has as its primary focus the practice of the assessment as a strategy to improve student learning. Thus it is open to all who are engaged in learning assessment — the faculty, administrators, Student Affairs staff, institutional researchers, and others in higher education who collect, analyze, and use assessment data in order to advance student learning. AALHE uses assessment as a tool to improve student learning and institutional effectiveness in fostering student success. | 2014 sample titles: "Applying the Scholarly Peer-Review Process to Educational Assessment"; "Healthy Assessment: How Nursing Schools Assess More Effectively and Less Painfully"; "Course Maps and Exam Blueprints to Align Assessments and Evidence-Based Changes" |
| **American College Personnel Association (ACPA);** Student Services[www.myacpa.org/](http://www.myacpa.org/) | **American College Personnel Association (ACPA):**  An organization for Student Affairs Professionals. Their official web page includes links to professional development opportunities. | "Scholarship Reconsidered: Presentng and Publishing in Student Affairs"; Using the CAS Standarads for Co-Curricular Program Review" |
| **American Evaluation Association;** All disciplines<http://www.eval.org/evaluation2014> | **American Evaluation Association:** The American Evaluation Association’s mission is to improve evaluation practices and methods, increase evaluation use, promote evaluation as a profession, and support the contribution of evaluation to the generation of theory and knowledge about effective human action. | "Examining the Timing of Course Evaluations: Should Finals be Included?"; "Using Stufflebeam's CIPP Model to Evaluate an Academic Support Program for College Students with Learning Differences"; "Amplifying All Voices: Evaluating Campus Organizations that Serve Underrepresented Minority Students" |
| **Texas A&M Assessment Conference; All disciplines**[http://assessmentconference.tamu.edu](http://assessmentconference.tamu.edu/) | Annual Texas A&M Assessment Conference: Our commitment [is] to provide a learning environment where assessment professionals, faculty, administrators, and others interested in higher education assessment can network, learn, and continue to share ideas to continue expanding the prevalence of quality assessment at their own institutions.small, regional conference to hosting over 600 attendees each year and welcoming participants from across the United States and around the world. | "Reflection and the Integrative Learning Portfolio: Do you have a plan?"; "Documenting Student Achievement in Written/Oral Communication and Critical Thinking from Multiple Data Sources"; "Moneyball: The Art of Statistical Analysis in Health-related Professions" |

|  |  |  |
| --- | --- | --- |
| **Conference** | **Description** | **Sample titles** |
| **Assessment Institute at IUPUI;** All disciplines <http://www.assessmentinstitute.iupui.edu/index.shtml>  | The Assessment Institute in Indianapolis is designed to provide opportunities for (1) individuals and campus teams new to outcomes assessment to acquire fundamental knowledge about the field, (2) individuals who have worked as leaders in outcomes assessment to share and extend their knowledge and skills, and (3) those interested in outcomes assessment at any level to establish networks that serve as sources of support and expertise beyond the dates of the Institute.   | "Building a Community of Faculty Through Curricular Program Evaluation in a Doctor of **Nursing** Practice (DNP) Program"; **"Math** Assessment from the Ground Up"; "Don’t Fail to Plan: Developing and Assessing a **Student Affairs** Strategic Plan"; "From the Ground Up: Assessing Community-Based **High-Impact Practices**" |
| **Association of American Colleges & Universities (AAC&U)**; All disciplines<http://aacu.org/events/network-for-academic-renewal> | **Network for Academic Renewal: 4 conferences:** General Education and Assessment; Diversity, Learning, and Student Success, Global Learning in College, Transforming STEM Higher Education | "Combining Service and Entrepreneurship in the Communication Classroom: Creating High‐Impact Learning"; "Connecting Instruction and Assessment: Advancing Oral Communication Outcomes"; Life‐Health Sciences Internships: Connecting Classroom and Experiential Learning"; "Supporting Academically At‐Risk Students: The Impact of Early Exposure to Undergraduate Research"; "Using Social Homework to Teach Teamwork in STEM" |
| **Eastern Evaluation Research Society (EERS);** All disciplines[http://www.eers.org and http://www,eers,org/conferences](http://www.eers.org/) | **Eastern Evaluation Research Society (EERS):** The Eastern Evaluation Research Society (EERS) is the oldest professional society for program evaluators in the United States. A fully-fledged affiliate of the American Evaluation Association (AEA), the purpose of EERS is to promote key goals of the profession in our region:Growth of the evaluation profession through information sharing and educational activitiesUse of innovative and appropriate evaluation methodologiesHigh quality evaluation through fostering research, developing and improving professional competencies, and disseminating and utilizing results. | "Moving Beyond Paper and Pencil: Reflections on Use of a Computer Adaptive Assessment to Evaluate a Summer Learning Program"; "Through Participants’ Eyes: Evaluating Modifications to TwoUndergraduate Science Research Internship Programs "; "Techniques and Ideas to Help Overcome Resource Limitations" |
| **Conference** | **Description** | **Sample titles** |
| **National Academic Advising Association (NACADA);** Student Services[www.nacada.ksu.edu](http://www.bing.com/search?q=NACADA+Website&FORM=QSRE2) | **National Academic Advising Association (NACADA):** Becoming a NACADA member means joining the ranks of more than 10,000 professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.  | Adventures in Advising: Explore, Discover, Collaborate, Transform NACADA's 38th Annual Conference  |
| **National Association of Student Personnel Administrators (NASPA);** Student Services[www.naspa.org](http://www.naspa.org/) | **National Association of Student Personnel Administrators (NASPA):** a leading association for student affairs professionals, NASPA offers professional development training, events, and resources.  | "Assessment-Driven Orientation: 5 Key Components for Success"; "Assessment 2.0: What Does the Future Hold for Student Affairs?" |
| **National Collegiate Honors Council;** All disciplines with Honors programs/options[http://nchchonors.org](http://nchchonors.org/) | **National Collegiate Honors Council:** The National Collegiate Honors Council (NCHC) is the professional association of undergraduate Honors programs and colleges; Honors directors and deans; and Honors faculty, staff, and students. NCHC provides support for institutions and individuals developing, implementing, and expanding Honors education through curriculum development, program assessment, teaching innovation, national and international study opportunities, internships, service and leadership development, and mentored research. it is housed at the University of Nebraska-Lincoln | 2014 sample titles: "General Education, Assessment and the Honors Curriculum: A Survey and Discussion"; " Using Evidence-Based Assessment to Target Admissions and Improve Retention"; "Assessing “Social Justice” As an Honors Learning Objective" |
| **Student learning, outcomes assessment and accreditation**; All disciplines<http://web.uri.edu/assessment/conferences/> | **Student learning, outcomes assessment and accreditation:** The University of Rhode Island hosts the 2014 - 15 Assessment Conferences and Webinars.  | "From Assessing Learning to Effecting Change"; "Transforming STEM in Higher Education"; "Assessment and Its Audiences" |