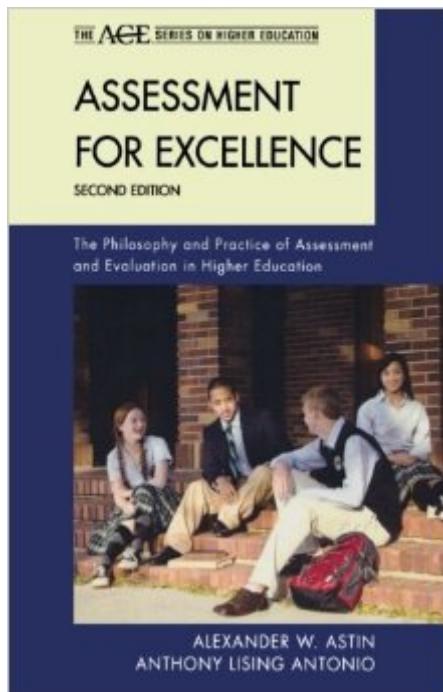


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# Assessment For Excellence: The Philosophy And Practice Of Assessment And Evaluation In Higher Education (The ACE Series On Higher Education)



## **Synopsis**

The second edition of Assessment for Excellence arrives as higher education enters a new era of the accountability movement. In the face of mandates such as results-based funding and outcomes-based accreditation, institutions and assessment specialists are feeling increasingly pressured to demonstrate accountability to external constituencies. The practice of assessment under these new accountability pressures takes on special significance for the education of students and the development of talent across the entire higher education system. This book introduces a talent development approach to educational assessment as a counter to prevailing philosophies, illustrating how contemporary practices are unable to provide institutions with meaningful data with which to improve educational outcomes. It provides administrators, policymakers, researchers, and analysts with a comprehensive framework for developing new assessment programs to promote talent development and for scrutinizing existing policies and practices. Written for a wide audience, the book enables the lay reader to quickly grasp the imperatives of a properly-designed assessment program, and also to gain adequate statistical understanding necessary for examining current or planned assessment policies. More advanced readers will appreciate the technical appendix for assistance in conducting statistical analyses that align with a talent development approach. In addition, institutional researchers will benefit from sections that outline the development of appropriate student databases.

## **Book Information**

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## **Customer Reviews**

Great book!

This book was not updated significantly from the original first edition. It also suggested the use of things like stepwise regression, which is widely known in the current research to not be a sufficient analyses. It also came to conclusions that I feel assessment experts today would simply disagree with. There were several occasions where the authors said things and then later contradicted themselves later. Overall, I would not recommend this book under any circumstances to guide assessment practitioners in the field. I gave it two stars because it wasn't completely wrong and because Astin has some other really great work. This book however, was disappointing to say the least.

Understanding that this is an "updated" version of an old classic which was out of print, I was disappointed that not much of the current scholarship was used for the update. In the last chapter, AAHE was cited as doing outstanding work in the assessment field and AAHE has been defunct for about 10 years. I would not recommend this as a work that adds anything to the current literature and findings on assessment and evaluation.

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