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Recent Alumni and Higher Education

spaeth, joe

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Recent Alumni And Higher Education A Survey Of College Graduates

Primary Research Group



Recent Alumni And Higher Education A Survey Of College Graduates:

Recent Alumni and Higher Education Joe L. Spaeth, Andrew M. Greeley, 1970 Recent alumni and higher education Joe L. Spaeth, Andrew Greeley, 1970 *Recent alumni and higher education. A survey of college graduates. By Joe L. Spaeth ... and Andrew M. Greeley ... With a commentary by Theodore M. Hesburgh. A general report prepared for the Carnegie Commission on Higher Education* Carnegie Commission on Higher Education, Andrew M. Greeley, Theodore Martin HESBURGH, Joe L. SPAETH (and GREELEY (Andrew Moran)), 1970 Recent Alumni and Higher Education Joe L. Spaeth, Andrew M. Greeley, 1970 **Recent Alumni and Higher Education** Joe L. Spaeth, Andrew M. Greeley, 1997

Report on Higher Education United States. Office of Education, 1971 **Grading the College** Scott M. Gelber, 2020-06-23 A comprehensive history of evaluation in American higher education In *Grading the College* Scott M. Gelber offers a comprehensive history of evaluating teaching and learning in higher education He complicates the conventional narrative that portrays evaluation as a newfangled assault on the integrity of higher education while acknowledging that there are many compelling reasons to oppose those practices The evaluation of teaching and learning Gelber argues presented genuine dilemmas that have attracted the attention of faculty members and academic leaders since the 1920s Especially during the peak era of faculty authority that followed the end of the Second World War significant numbers of professors and administrators believed that evaluation might improve institutional performance reduce the bias inherent in traditional methods of supervision strengthen communication with laypersons and encourage a more deliberate focus on the distinctive goals of college Gelber reveals the extent to which professors and academic interest groups participated in the development of our most common evaluation instruments including student course questionnaires achievement tests surveys rubrics rankings and accreditation self studies Although these efforts may seem distant from the present era of shortsighted scrutiny and ill conceived comparisons Gelber demonstrates that the evaluation of college teaching and learning has long consisted of a set of intellectually sophisticated questions that have engaged and could continue to engage faculty members and their advocates By providing a deeper understanding of how evaluation operated before the dawn of high stakes accountability *Grading the College* seeks to promote productive conversations about current attempts to define and measure the purposes of American higher education **Research in Education** , 1974

Personnel Bibliography Series United States. Office of Personnel Management. Library, 1979 **Resources in Education** , 1998 **Survey of Assessment Practices in Higher Education, 2014 Edition** Primary Research Group, 2014 The study is based on data from 50 North American colleges with data broken out by size and type of college level of tuition and public private status The report covers institutional requirements for departmental assessment plans policies on both faculty and student assessment standardized test administration outreach to students for assessment purposes graduation requirements and the institutional politics around assessment issues The report also gives key

benchmarking data on the size and budget of the college assessment office or other office that performs similar functions The study helps college administrators to answer questions such as what are colleges doing in student and faculty assessment What resources are being spent What have colleges found to be successful How have their efforts changed in the past few years and how are they likely to change in the future What kind of assessment technologies and strategies are they finding useful How are they reacting to new pressures from the Federal and state governments to demonstrate effectiveness as educators

New Directions in Legal Education Herbert L. Packer, Thomas Ehrlich, Carnegie Commission on Higher Education, 1973 How College Affects Students Ernest T. Pascarella, Patrick T. Terenzini, 1991-04-08 Foreword by Kenneth A. Feldman Not since Feldman and Newcomb's 1969 landmark book *The Impact of College on Students* has there been such a comprehensive resource available on what is known about the effect of college on students In this book Pascarella and Terenzini take up where Feldman and Newcomb left off synthesizing twenty more years of empirical research and over 2 600 studies distilling what is known about how students change and benefit as a consequence of attending college *A Road Map for Improvement of Student Learning and Support Services Through Assessment* James Oliver Nichols, 2005

Personnel Bibliography Series United States Civil Service Commission. Library, 1960 International Encyclopedia of Higher Education, 1977 **Personnel Policies and Practices** United States Civil Service Commission. Library, 1973

Higher Education Carnegie Commission on Higher Education, 1973 **Content and Context: Essays on College Education** Laurence R. Veysey, Carnegie Commission on Higher Education, 1973 Compilation of essays on the content of higher education and university curriculum in the USA presents the historical background provides evaluations of traditional divisions such as the social sciences science and the arts and examines more recent developments such as vocational training the professions educational technology etc Graph illustrations references and statistical tables **Continuity and Discontinuity: Higher Education and the Schools** Carnegie Commission on Higher Education, 1973

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