- Eubanks, David A. and Kenneth D. Royal. "A Survey of Attitudes About Methods of Assessment."

A survey of assessment professionals that asked what constitutes quality assessment methodologies. The easiest qualities to endorse include methods that: are evidence-based; demonstrate the awareness that different types of assessment call for different data collection techniques; attentiveness to detail with regards to data analysis and reporting results; and methodologically sound. Some other takeaways are that more rigorous assessment methodologies do not necessarily transfer to learning outcomes assessment despite giving faculty reason to not endorse assessment or its results; that good can be done with informal assessment; and standardization and precision claims of assessment can be alienating.

- Banta, Trudy W. "Double Loop Learning in Assessment."

The publication editor and an expert in assessment calls for measurement experts to assist in developing methods for the scholarship of assessment. "Double loop" means measuring again to see if initial improvements produced positive changes in student experience or in learning outcomes.

- Wright, Charles W. "A Kind of Heresy: Assessing Student Learning in Philosophy."

The author details how a Philosophy department, for years resistant to assessment, implemented it and their successes and failures.

- Harper, Vernon B., Jr. "Program Portfolio Analysis: Evaluating Academic Program Viability and Mix."

The author details how portfolio analysis, used to evaluate the financial viability of a corporation, can be applies to determine the financial viability of an institution's instructional program.

- Ewell, Peter T. "*From the States*: Aligning Academic Standards: The Lumina Degree Profile."

The consulting editor explains how the Lumina Degree Profile (DP) was developed to align learning outcomes across degree levels, and provides statements organized into 5 domains (Specialized Knowledge, Broad Integrative Knowledge, Applied Learning, Intellectual Skills, and Civic Learning) across Associate, Bachelor's, and Master's levels that specify what those completing degrees should know or do.