



Key Publications and Presentations

This is a reverse select chronological list of papers, presentations, and reports of CAE's research initiatives since 2005.

2020

Zahner, D., Van Damme, D., Benjamin, R., & Lehrfeld, J. (2020). Measuring the generic skills of higher education students and graduates: Implementation of CLA+ International. In: S. Nolan, E. Landrum, Chr. Hakala eds., *Assessment: Individual, Institutional, and International Approaches*. In press.

2019

Cortellini, O. R. (2019). Examining predictors of item performance in wide-scale assessment. *Paper presented at the meeting of the Consortium for Research on Educational Assessment and Teaching Effectiveness, High Point, NC.*

Lehrfeld, J., & Zahner, D. (2019, April). *How Much Do Low-Stakes Assessments Underestimate Critical Thinking Abilities? Paper presented at the 2019 Conference of the American Educational Research Association, Toronto, ON.*

2018

Benjamin, R. (2018). The Role of Generic Skills in Measuring Academic Quality. In H. P. Weingarten, M. Hicks, & A. Kauffman. *Assessing quality in postsecondary education: International perspectives*. Montreal and Kingston: McGill-Queens University Press, Queen's Policy Study Series, 49-64.

Cortellini, O. R. (2018). Examining item writing guidelines in the context of wide-scale assessment. *Paper presented at the meeting of the Northeastern Education Research Association, Trumbull, CT.*

Cortellini, O. R. (2018). Improving education students' career readiness: An exploratory study. *Paper presented at the meeting of the Consortium for Research on Educational Assessment and Teaching Effectiveness, Williamsburg, VA.*

Zahner, D., & Ciolfi, A. (2018). International Comparison of a Performance-Based Assessment in Higher Education. In O. Zlatkin-Troitschanskaia, M. Toepper, H. A. Pant, C. Lautenbach, and C. Kuhn, (Eds.), *Assessment of learning outcomes in higher education – Cross-national comparisons and perspectives*. New York, NY: Springer.

Zahner, D., & Lehrfeld, J. (2018). Employers' and advisors' assessments of the importance of critical thinking and written communication skills post-college. *Paper presented at the 2018 American Educational Research Association, New York NY.*



2017

Cortellini, O. R. (2017). An examination of career and educational outcomes among paid interns, unpaid interns, and non-interns. *Poster presented at the meeting of the Northeastern Education Research Association, Trumbull, CT.*

Cortellini, O. R. (2017). An exploratory study of improving career-readiness in higher education: the recent college graduate perspective. *Paper presented at the meeting of the American Education Research Association, San Antonio, TX.*

Cortellini, O. R. (2017). Examining the use of faculty workshops to promote acceptance of performance assessments. *Paper presented at the meeting of the Consortium for Research on Educational Assessment and Teaching Effectiveness, Virginia Beach, VA.*

Lehrfeld, J., & Zahner, D. (2017). The effect of attaching stakes to a performance-base assessment of critical thinking and written communication. [White Paper].

Lehrfeld, J., Zahner, D. (2017). *IB & CWRA+ Case Study*. Paper presented at the 2017 IB Global Conference, Orlando, FL.

Lehrfeld, J., & Zahner, D. (2017). *Tablets and the Assessment of Critical Thinking and Written Communication: A Score Comparability Study using CWRA+*. Paper presented at the 48th annual meeting of the Northeast Educational Research Association, Trumbull, CT.

Lehrfeld, J., Muller, E., & Zahner, D. (2017). *Value-added modeling without SAT/ACT*. Paper presented at the annual meeting of the National Council for Measurement in Education, San Antonio, TX.

2016

Benjamin, R. (2016). *Leveling the Playing Field from College to Career*. New York, NY

Benjamin, R., Klein, S., Steedle, J. T., Zahner, D., Elliot, S., & Patterson, J. (2016). The case for critical-thinking skills and performance assessment.

Cortellini, O. R., & Kornhauser, Z. G. C. (2016). Internships: An investigation of attainment and outcomes. *Paper presented at the meeting of the Global Internship Conference, Boston, MA.*

Cortellini, O. R., & Siedlecki, K. L. (2016). A comparison of former interns versus non-interns in critical skills. *Poster presented at the meeting of the Eastern Psychological Association, New York, NY.*

Zahner, D., James, J. (2016). Predictive validity of a critical thinking assessment of post-college outcomes. *Proceedings of the 2016 American Educational Research Association, Washington, DC.*

Zahner, D., & Kostoris, F. (2016). International testing of a performance-based assessment in higher education. *Proceedings of the 2016 American Educational Research Association, Washington, DC.*



2015

Wolf, R. & Zahner, D. (2015). Mitigation of Test Bias in International, Cross-Cultural Assessments of Higher-Order Thinking Skills. In Y. Rosen, S. Ferrara, & M. Mosharraf (Eds.), *Handbook of Research on Computational Tools for Real-World Skill Development*. Hershey, PA: IGI Global.

Wolf, R., Zahner, D., & Benjamin, R. (2015). Methodological challenges in international comparative post-secondary assessment programs: lessons learned and the road ahead. *Studies in Higher Education*, 40(3), 471-481.

Zahner, D., Kornhauser, Z. G. C., Benjamin, R., Wolf, R., & Steedle, J. T. (2015). Using the Collegiate Learning Assessment to address the college to career space. In Y. Rosen, S. Ferrara, & M. Mosharraf (Eds.), *Handbook of research on computational tools for real-world skill development*. Hershey, PA: IGI Global.

Zahner, D. & Steedle, J. T. (2015). Comparing longitudinal and cross-sectional school effect estimates in postsecondary education. *Proceedings of the 2015 National Council on Measurement in Education, Chicago, IL: NCME*.

Wolf, R. & Zahner, D. (2015). Mitigation of test bias in international, cross-cultural assessments of higher-order thinking skills. In Y. Rosen, S. Ferrara, & M. Mosharraf (Eds.), *Handbook of research on computational tools for real-world skill development*. Hershey, PA: IGI Global.

2014

Arum, R., & Roksa, J. (2014). *Aspiring adults adrift: Tentative transitions of college graduates*. University of Chicago Press.

Benjamin, R. (2014). Two questions about critical-thinking tests in higher education. *Change: The Magazine of Higher Learning*, 46(2), 24-31.

Benjamin, R., Klein, S., Steedle, J. T., Zahner, D., Elliot, S., Patteson, J. A. (2013). *The case for critical-thinking skills and performance assessment*. New York: CAE.

Kostoris, F. (2014). Assessing the generic competencies acquired by students graduating from Italian universities. Rome, Italy. Retrieved from:
http://www.anvur.org/attachments/article/248/Rapporto_TECO_ENG.pdf

Steedle, J. T. (2014). Motivation filtering on a multi-institution assessment of general college outcomes. *Applied Measurement in Education*, 27(1), 58-76.

Wolf, R., Zahner, D., Kostoris, F., & Benjamin, R. (2014) *A case study of an international performance-based assessment of critical thinking skills*. *Proceedings of the 2014 American Educational Research Association, Philadelphia, PA: AERA*.



Zahner, D., & Steedle, J. T. (2014) Evaluating performance task scoring comparability in an international testing program. *Proceedings of the 2014 National Council on Measurement in Education, Philadelphia, PA: NCME.*

Zahner, D. (2014). *CLA+ Standard setting study final report.* New York: CAE.

Zahner, D. (2014). *CWRA+ standard setting study final report.* New York: CAE.

2013

Benjamin, R. (2013). Teach, learn, assess. *Measuring the value of a postsecondary education, 162, 123.*

Steedle, J. T., Zahner, D., & Patterson, J. (2013). *Common Core State Standards Validation through Assessment (CCSSVA) Report.* New York, NY: CAE.

Zahner, D. (2013). *Reliability and validity—CLA+.* New York, NY: CAE.

2012

Benjamin, R. (2012). The seven red herrings about standardized assessments in higher education. *National Institute for Learning Outcomes Assessment. Occasional paper, 15.*

Chun, M. (2012). Performance tasks and the pedagogy of Broadway. *Change: The Magazine of Higher Learning, 44(5), 22-27.*

Porter, S. R. (2012). Using student learning as a measure of quality in higher education. *HCM Strategists.*

Steedle, J. T. (2012). Selecting value-added models for postsecondary institutional assessment. *Assessment & Evaluation in Higher Education, 37(6), 637-652.*

Steedle, J. T., & Bradley, M. (2012). Majors matter: Differential performance on a test of general college outcomes. In *Annual Meeting of the American Educational Research Association, Vancouver, Canada.*

Steedle, J. T., & Elliot, S. (2012). The efficacy of automated essay scoring for evaluating student responses to complex critical thinking performance tasks. *New York, NY: Council for Aid to Education.*

Zahner, D., Ramsaran, L. M., & Steedle, J. T. (2012). Comparing alternatives in the prediction of college success. In *Annual Meeting of the American Educational Research Association, Vancouver, Canada.*

2011

Arum, R., & Roksa, J. (2011). *Academically adrift: Limited learning on college campuses.* University of Chicago Press.

Porter, S. R. (2011). Do college student surveys have any validity? *The Review of Higher Education, 35(1), 45-76.*



2010

Steedle, J. T. (2010). Incentives, motivation, and performance on a low-stakes test of college learning. *Paper presented at the Annual Meeting of the American Education Research Association, Denver, CO.*

Steedle, J. T. (2010). On the foundations of standardized assessment of college outcomes and estimating value added. In *Accountability in American higher education* (pp. 7-31). Palgrave Macmillan, New York.

Steedle, J. T., Kugelmass, H., & Nemeth, A. (2010). What do they measure? Comparing three learning outcomes assessments. *Change: The Magazine of Higher Learning, 42*(4), 33-37.

2009

Klein, S. C., Liu, O. L. E., Sconing, J. A., Bolus, R., Bridgeman, B. E., Kugelmass, H., & Steedle, J. T. (2009). Test Validity Study (TVS) Report. Retrieved from: http://www.voluntarysystem.org/docs/reports/TVSReport_Final.pdf.

2008

Benjamin, R. (2008). The case for comparative institutional assessment of higher-order thinking skills. *Change: The Magazine of Higher Learning, 40*(6), 50-55.

Klein, S., Freedman, D., Shavelson, R., & Bolus, R. (2008). Assessing school effectiveness. *Evaluation Review, 32*(6), 511-525.

2007

Klein, S., Benjamin, R., Shavelson, R., & Bolus, R. (2007). The collegiate learning assessment: Facts and fantasies. *Evaluation Review, 31*(5), 415-439.

2006

Benjamin, R., & Klein, S. (2006). Assessment versus accountability in higher education: notes for reconciliation. *Higher Education, 1*-26.

2005

Klein, S. P., Kuh, G., Chun, M., Hamilton, L., & Shavelson, R. (2005). An approach to measuring cognitive outcomes across higher education institutions. *Research in Higher Education, 46*(3), 251-276.