

Outcomes-Based Academic and Co-Curricular Program Review: A Compilation of Institutional Good Practices

By Marilee J. Bresciani Ludvik

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This book offers far more than an introduction to the principles of assessment of student learning outcomes in the context of program review.

Within a clearly structured framework, it systematically shares the good practices of some forty institutions recognized by independent scholars for their improvements in teaching/learning, research, and service, to offer examples and ideas for others to learn from and adapt. While the book focuses on assessment of the teaching mission, these same practices apply equally to student affairs, service and research activities.

This book is intended for faculty, administrators and staff responsible for implementing and sustaining outcomes-based assessment program review. It aims to help them understand the "what", "why" and "how" of outcomes-based assessment program review. Rather than adopting a prescriptive approach, it provides a rich array of case studies and ideas as a basis for reflection and discussion to help institutions develop solutions that are appropriate to their own missions and cultures.

This book answers such questions as what does good outcomes-based assessment program review practice look like from an institutional perspective? How have others initiated and conducted the process? Why did they choose their particular approaches; and who is doing replicable work? It links effective assessment practices with cyclical program review so that the single process of outcomes-based assessment informs many purposes: program review, strategic planning, professional accreditation, institutional accreditation, and possibly even the assessment of general education.

This book illustrates the components of outcomes-based assessment program review, presents the criteria for identifying good practices and suggests steps for implementing a sustainable outcomes-based assessment program--and does so in a way that will engage readers in critical inquiry about what works well and what needs to be improved.

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- Sales Rank: #435777 in Books
- Brand: Brand: Stylus Publishing
- Published on: 2006-10-16
- Original language: English
- Number of items: 1
- Dimensions: 9.00" h x 6.00" w x .75" l, .79 pounds
- Binding: Paperback
- 240 pages

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Editorial Review

Review

"This is an important tool in the movement to transform higher education. It recognizes and celebrates the diversity of American higher education by encouraging institutions to define for themselves the characteristics of effective assessment practices and develop genuine, meaningful processes that will contribute to the improvement of teaching, learning, and student development. It makes an important contribution to the scholarship of assessment by providing a research-based framework for merging student learning assessment processes with cyclical academic program review processes." (Linda Suskie, Executive Associate Director, Middle States Commission on Higher Education)

The compendium of ideas and activities to guide outcomes assessment will be useful to faculty and staff charged with determining the impact of their efforts. The strength and appeal of the volume are the variety of examples of good practices from different types of institutions assessing different aspects of their educational programs. Novice and experienced assessment practitioners alike will benefit from the host of practical tips threaded throughout." (George D. Kuh, Chancellor's Professor and Director, Indiana University Center for Postsecondary Research)

About the Author

Marilee J. Bresciani Ludvik is Professor for Postsecondary Education and Co-Director of the Center for Educational Leadership, Innovation, and Policy, San Diego State University. She was formerly Assistant Vice President for Institutional Assessment at Texas A&M University. She has conducted outcomes assessment for programs and courses and is frequently invited to present assessment workshops nationally and internationally.

Ralph Wolff is President of the Senior College Commission of the Western Association of Schools and Colleges (WASC), a role he assumed in 1996. Prior to joining WASC, he founded and directed the Institute for Creative Thinking, which focused on leadership and change, an emphasis that has carried over to his work at WASC. During his term as president, he has led WASC to the forefront of accreditation as an agent of accountability and innovation by transforming the accreditation process to an outcomes and learning based model. His current efforts at the Commission include a redesign of the accreditation process that focuses on retention and graduation, defining degree outcomes more clearly, and opening the accreditation process to greater transparency.

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