



Assessing Student Learning in the Community and Two-Year College: Successful Strategies and Tools Developed by Practitioners in Student and Academic Affairs

Marilee J. Bresciani Ludvik

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“Moving from a strong conceptual framework to implementation of assessment of student learning outcomes, the authors guide community college faculty, student services and assessment professionals through a variety of rational and workable approaches. This book is about empowering educators with practical, tested activities that help community colleges design and put in to action a system of assessment that provides evidence-based outcome information. This book is a must have resource for any community college professional engaged in assessment of student learning.”?Brad C. Phillips, Ph.D., President/CEO, Institute for Evidence-Based Change

This is a practical resource for community and two year college professionals engaged at all levels of learning outcomes assessment, in both academic and co-curricular environments. It is designed as a guide both to inform the creation of new assessment efforts and to enhance and strengthen assessment programs already established, or in development.

Each chapter addresses a key component of the assessment process, beginning with the creation of a learning-centered culture and the development and articulation of shared outcomes goals and priorities. Subsequent chapters lead the reader through the development of a plan, the selection of assessment methods, and the analysis of results. The book concludes by discussing the communication of results and their use in decision making; integrating the conclusions in program review as well as to inform budgeting; and, finally, evaluating the process for continuous improvement, as well as engaging in reflection.

The book is illustrated by examples developed by faculty and student affairs/services professionals at community and two year colleges from across the country. Furthermore, to ensure its relevance and applicability for its targeted readership, each chapter has at least one author who is a community college or two-year college professional.

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