Viewing Program-Level Assessment Through a Professional Lens

Aileen Gallagher
Associate Professor
Magazine, News and Digital Journalism
Director, Program Review and Assessment

Laura Harrington
Associate Director
Institutional Effectiveness and Assessment

Successful Strategies
- Convening a school-wide assessment committee to ensure wide representation
- Including faculty with research experience on the committee so valid and reliable instruments are created
- Meeting with the dean, chairs, program directors, and faculty to gather input and be transparent about plans for assessment. Initial feedback:
  - Positive response
  - Reduced data collection workload
  - Collecting info that will be helpful
- Engaging faculty in instrument development to create assessment tools tailored to key aspects of their particular industry
- Creating a flexible timeline that works for all manageable with current workload
- Empowering a director to focus on implementation of the School’s plan, provide consistent communication and feedback, and work with faculty to facilitate a process that is effective for their programs

Changing the Assessment Course
- After two years, faculty continued to struggle with this order, collecting a lot of information without time to make meaning from it.
- New position established for a faculty member to take the lead as director of assessment with reduced course time to allow greater focus on the effort.
- First priority: streamline the process.

BUT HOW?

Recommended Direction
Create and implement clear and consistent plan to assess programs on a regular schedule
Ensure students achieve 13 undergraduate and 14 graduate student-learning competencies
Assess each competency twice in a 6-year cycle
Use 4 measures to assess each competency:
  - 2 direct (e.g., student work) and
  - 2 indirect (e.g., student surveys)

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