**Assessment Institute**

**Final Report**

Department/program: Professional Writing & Publishing (PWP)

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| **GOALS:** | *Reflect on the progress you made toward the goals set for the last academic year. How will the team continue to move forward with this work?*  This academic year, we implemented our two-portfolio structure (one formative w/reflections and one of an external-facing professional design). Students in our gateway, PWP 230, completed their first contributions and reflections to the formative portfolio, so in a couple of years, these portfolios will allow even greater longitudinal assessment. PWP 430 students completed the same assignment that was given in 230, so we collected a full formative portfolio from each student in the capstone (almost all of them 2023 graduates). Meanwhile, students in PWP 440 designed their professional portfolio sites.  While it hadn’t been part of our initial plan, we borrowed the idea from Communication Sciences and Disorders of using mock interviews as an efficient assessment, piloting them as a final assignment/ exit survey for all students in the PWP 440 capstone.  This combination of formats gave us multiple presentations of our signature assignments, including students’ written academic reflections, professional process descriptions, and oral presentations of them delivered to us posing as potential employers.  We were extremely happy with the results of this plan. Presenting their work in multiple rhetorical modes itself tapped students’ skills in program SLOs and encouraged synthesis of their program learning to an extent we’ve never so specifically elicited. It was rewarding to see them express pride in their accomplishments and to provide constructive individualized feedback collaboratively, rather than just as instructors on separate assignments in separate courses. We also now have a rich set of data that could support both direct and indirect program assessment.  Moving forward, we’ll discuss our process and make tweaks to our portfolio and interview structures, though these will likely be minor. We’ll implement the same strategy next year—initial portfolio assignments in 230, final portfolio assignments in 430 and 440, and mock interviews in 440.  With one of our team members on sabbatical this spring, and because what we gathered was richer and more multifaceted than we’d anticipated, we did not do an isolated direct assessment this year. Instead, we plan to review and discuss what we gathered and design our assessment tools for sustainable annual evaluations that will start next spring. |
| **ACTIONS with TIMELINE:** | *List and describe the actions you will take to achieve these goals, including a timeline for the actions.*  Summer: Share portfolios and debrief about interview observations. Decide on optimal strategies and a rotation for assessing the data for program review.  Fall: Lauer & Tobeck compare portfolio assignments to make any desired changes (and retrofit the 230 portfolio as needed before the end-of-semester assignment is given).  Spring: Repeat portfolio implementation in 230, 430, and 440 and conduct mock interviews in 440. Test run direct assessment on one SLO category and ensure that the planned tools and schedule will work. |
| **ASSESSMENT TOOLS & STRATEGIES:** | *What specific assessment tools will you develop and/or use? What strategies will you use? Include information about:*   * *the specific SLOs you are targeting and why* * *(if applicable) how you will make use of what your program, college, and/or campus already have available* * *direct measures of student learning*   Through the Institute, we divided our SLOs into categories to enable a 4-year assessment cycle: Write, Adapt & Edit, Analyze & Research, and Design & Tech. (Our 5th category, Collaborate, is indirect and would be reviewed less formally every other year.) Our formative portfolio specifies artifacts for each category from signature assignments given in our required courses across all levels. These artifacts will support annual direct assessment of student learning.  Our collection of reflections, process descriptions, and interview responses can be used—along with our ongoing alumni tracking—for more indirect assessments. We’ll have to decide a reasonable repeating schedule for this work, but an initial plan is to discuss this at the beginning of each year as a guide for planning programming (e.g., workshops, specific alumni panels, etc.). |
| **DISCUSSION & USE OF DATA:** | *How does your plan ensure meaningful discussion and use of data on student learning?*  As a small program that has always relied on collaboration, our shared review of the materials and agreement on how best to assess it will inevitably spark meaningful discussion and planning. For example, just through running the interviews together, we identified some shared talking points that seem to stick with students and can be emphasized across courses, as well as a few discrepancies between our ways of talking about certain things that we can better align to encourage better pickup, etc. |
| **MOVING FORWARD:** | *How will your plan help your program make meaningful progress in its assessment of student learning? How does your academic year plan make use of and/or build on the program’s initial action plan?*  The direct assessments will help us revise assignments to establish clearer through-lines across courses, find gaps to fill in (whether through assignments or curriculum), etc.  Because we accomplished a great deal of set-up work this year and don’t foresee a reason to overhaul it, our plan for the next year gives us space to work through together how best to use what we collected and then formally implement our annual plan. |
| **RESOURCE NEEDS:** | *Discuss what you need to achieve the goals, e.g., budget, time, additional learning.*  We are only limited by our time, which is always a concern, but we feel confident that the plan we’ve set up can be executed effectively for now. |
| **BARRIERS/ DIFFICULTIES:** | *Discuss the barriers or difficulties you will need to overcome.*  Addressed above. |
| **SUSTAINABILITY:** | *How will the efforts and benefits from your plan continue onward and foster sustainable assessment of student learning?*  Addressed above. |