

Principles of Assessment in TCNJ School of the Arts and Communication

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with goals of the program, school, and the College.

(Adapted from Middle States Commission on Higher Education, *Characteristics of Excellence in Higher Education*, 2006; Standard 14, p. 63)

Principles of Assessment in ArtsComm

Assessments in ArtsComm should be:

1. Integrated with the purposes and mission of the department, school, and the College;
2. Structured to assess student success in meeting learning goals of the program;
3. Efficient in the use of resources and therefore not unduly burdensome;
4. Useful to faculty in understanding curricular practices and how to improve them;
5. Clear to students, faculty and staff in terms of assessment purpose, criteria, and results;
6. Ongoing, systematic, and sustained;
7. Multi-dimensional, allowing for both direct and indirect evidence of student learning, and utilizing quantitative, qualitative, and enumerative data.

Recommendations

At minimum, each program should have at least two direct assessments at the program level, one approximately mid-way through a student's program of study and the other at the capstone level.

Each program should also employ a third assessment that is indirect, such as an exit or alumni survey, to gather additional information such as how well the program prepares students for careers, job placement rates, types of employment and salaries, and student perspectives on the program at and beyond the point of completion. Faculty and administration should begin by considering the first-year out survey currently administered by TCNJ Career Center and work with the director of the Career Center to determine whether the assessment meets the principles above and implement improvements as necessary.

Effective assessments are simple rather than elaborate and may focus on just a few key goals in each program, unit, and curriculum. (MSCHE, 65)