Assessment at Carleton

How can we demonstrate that our students and graduates have achieved the goals we have set for them?
A Statement on Carleton's Mission, Vision, Values and Goals

Mission
To provide an exceptional undergraduate liberal arts education.

Carleton’s Aspiration
to prepare students to lead lives of learning . . . .

Carleton strives to be a collaborative community that encourages curiosity and intellectual adventure of the highest quality.

Carleton’s academic goals focus on developing the critical and creative talents of our students through broad and rigorous studies in the liberal arts disciplines.

Carleton develops qualities of mind and character that prepare its graduates to become citizens and leaders, capable of finding inventive solutions to local, national, and global challenges.
Assessment at Carleton: Student Learning Outcomes

Mission

Institutional SLOs

Department SLOs

Program SLOs
Department and Program Assessment Processes

**Identify** groups of students your program/department serves;

**Compose** a simple statement about the most important (two or three) student learning outcomes for each of these student groups;

**Develop** a (short) list of the characteristics (in student work of all kinds) that show you that students have met these important goals;

**Decide** on an assessment measure for each characteristic;

**Collect** artifacts - evidence of learning;

**Review** results;

**Plan** for use of each of the assessment results; and

**Create** multi-year timeline for doing the assessments.
Assessment Roles

Chair /Director
- Provide leadership to the process
- Submit reports (track deadlines)
- Implement follow-through

Assessment Coordinator
- Design assessment activities
- Coordinate/implement assessment activities
- Implement follow-through

Department Assistants
- Archive assessment materials
- Document progress
- Maintain tickler file
WHY Archive?

- Department/program need to access to assessment protocols, products, and results
- To create access to general archiving templates
- To assist with department/program annual reporting
- To provide materials for department/program decennial review self-studies
- To provide information for institutional decennial accreditation reviews
WHO?

Department/Program Assistants

- Current
- Confidential
- Security-minded
- Long-term
- Organized
- Consistent
- Department/program memory
ARCHIVE WHAT?

https://apps.carleton.edu/campus/doc/faculty_resources/department_chair_handbook/archiving_comps_and_honors_papers/
TICKLE WHAT?

- To guide the process
- To remind and alert
  - Chairs / Directors
  - Assessment coordinators
- To schedule
  - Discussions
  - Deadlines
  - Decisions
- To keep it moving
WHEN?

That depends...

- What learning outcomes are assessed?
- What type of student work will provide evidence?
  - Comps project
  - Course assignments
  - Performance
  - Other
- How do faculty function together to get this type of work done?
  - Department meetings
  - Department retreats
  - Committees
WHERE?

Google Drive

Department/Program

Folders

Assessment Contents
STORING and ACCESSING

Assessment History

Storage: Uniform, yet Flexible

ACCESSIBLE TO:

- Directors
- Chairs
- Assessment Coordinators
- Department Assistants

Based on a presentation by Mary Savina & Cherry Danielson, April, 2010