

# 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**

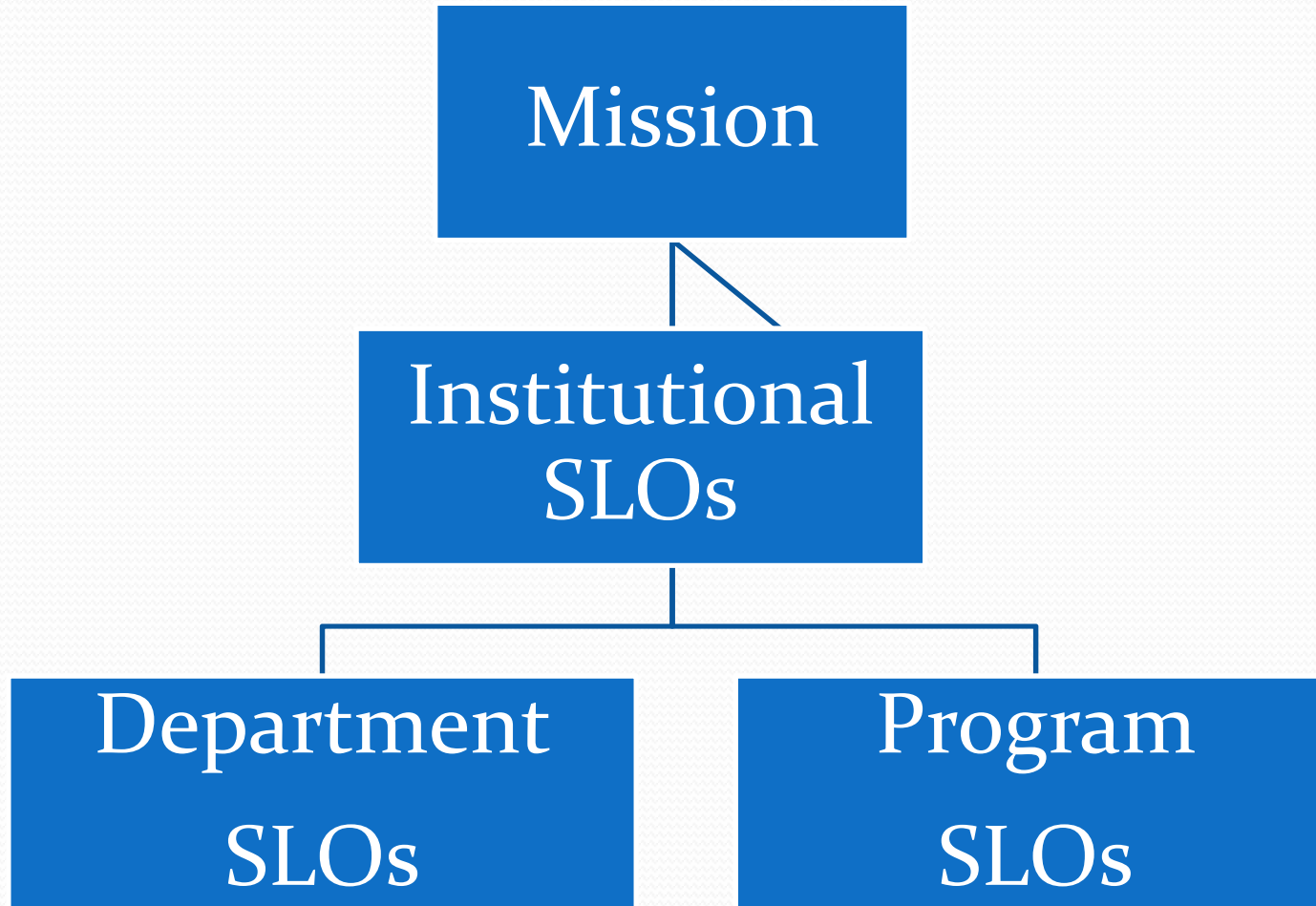
to prepare students to lead lives of learning . . . .

**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



# 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

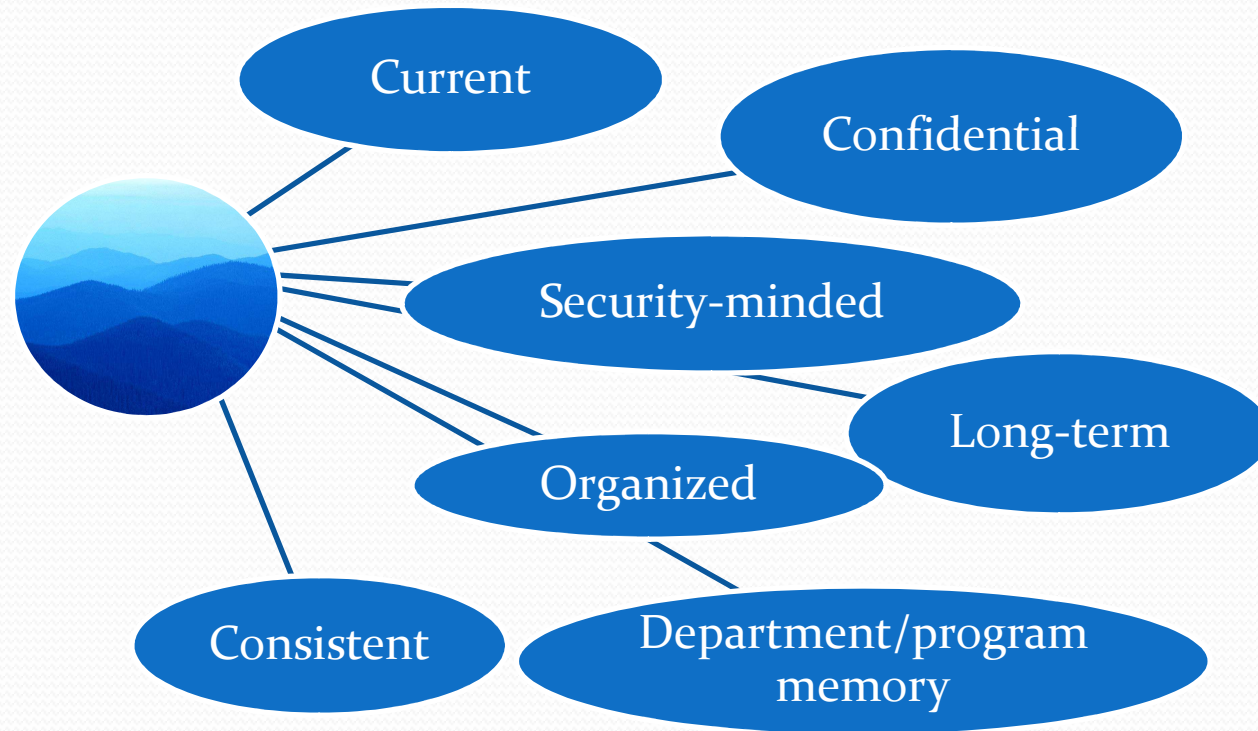
- Archive assessment materials
- Document progress
- Maintain tickler file

# WHY Archive?

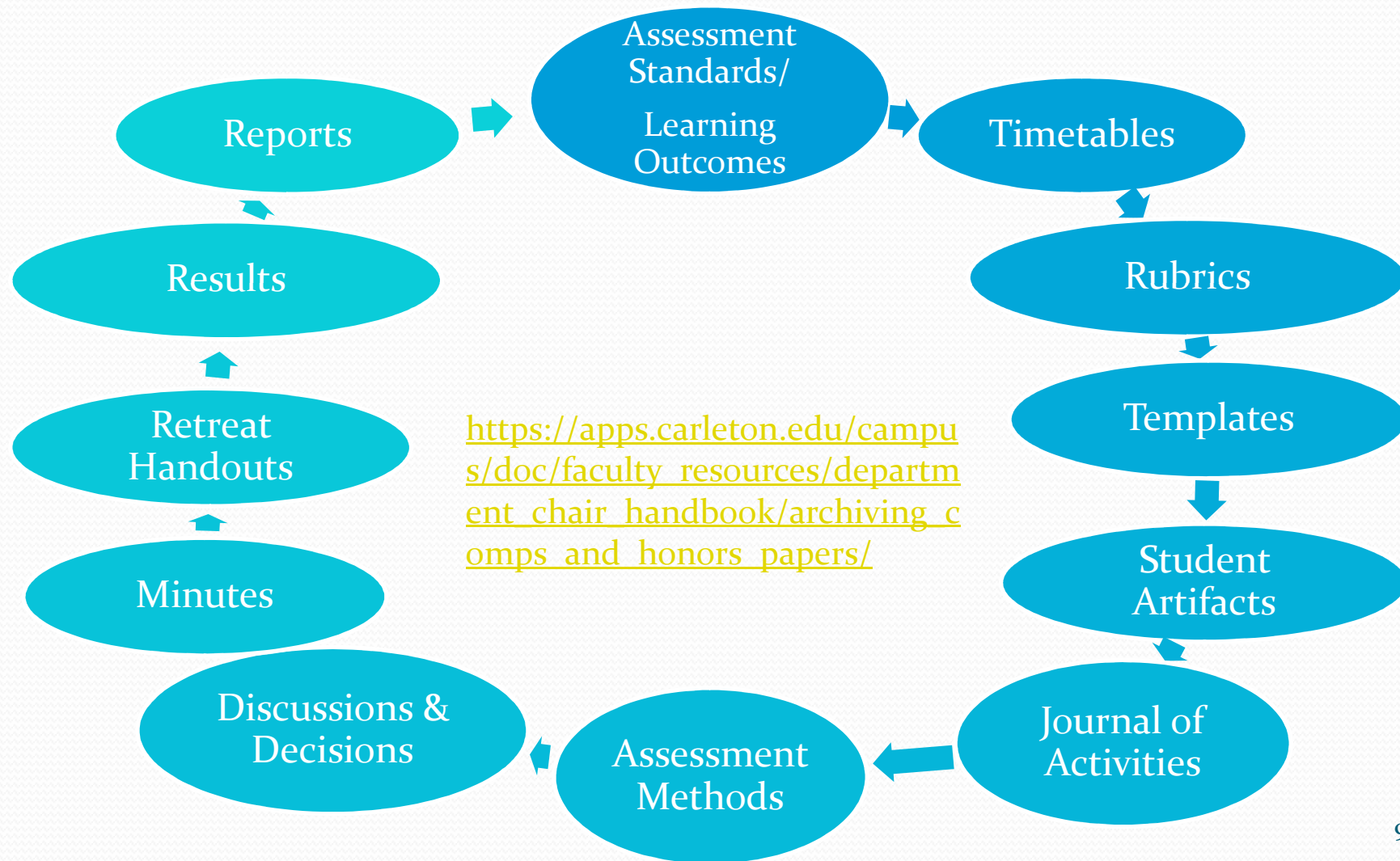
- Department/program need to access to assessment protocols, products, and results
- To create access to general archiving templates
- To assist with department/program annual reporting
- To provide materials for department/program decennial review self-studies
- To provide information for institutional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

# WHO?

## Department/Program Assistants



# ARCHIVE WHAT?





# TICKLE WHAT?

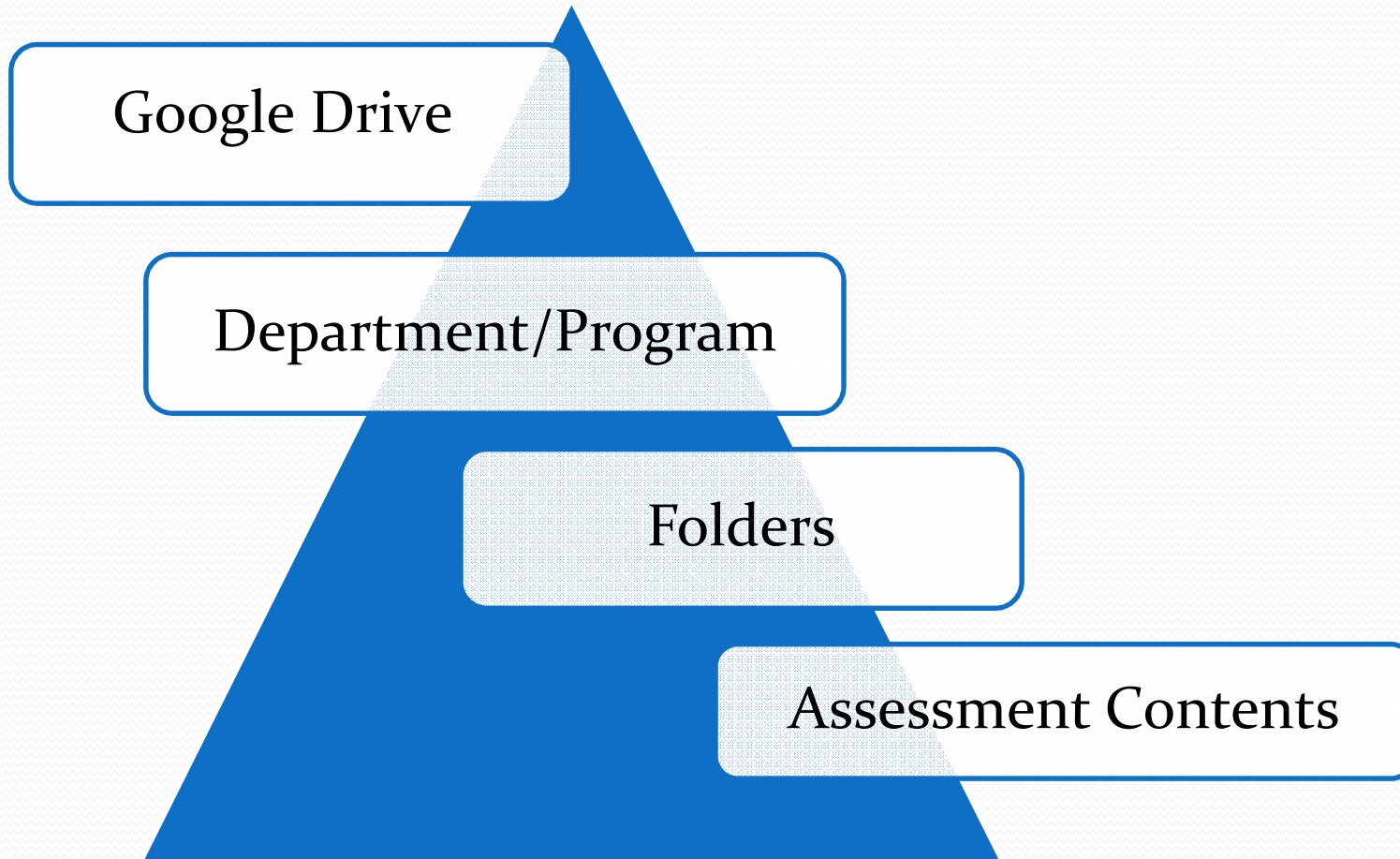
- To guide the process
- To remind and alert
  - Chairs / Directors
  - Assessment coordinators
- To schedule
  - Discussions
  - Deadlines
  - Decisions
- To keep it moving

# 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?



# STORING and ACCESSING

## Assessment History

**Storage:  
Uniform,  
yet Flexible**

