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ABSTRACT
                Responding to an accrediting agency mandate for
assessment of student outcomes. Earlham College (Richmond, Indiana),
a liberal arts college, developed and implemented an assessment plan.
The process began with review of the institutional identity and early
identification of the philosophy and principles to guide the process.
A timetable was developed beginning 20 months before a scheduled site
visit from the accrediting agency. Other early steps included
reviewing assessment practices already taking place, and development
of the assessment plan by the curricular policy committee. Each
academic unit submitted a self-study report. The assessment plan
included a timetable for gathering and disseminating assessment data
on the general education of Earlham students. The plan also required
individual departments to indicate current and proposed forms of
student academic assessment for their student majors. Lessons
emerging from the experience suggested the importance of keeping the
process at a grass roots level, evolving the assessment approach
gradually, and integrating the assessment with other data collection
efforts on campus. Appended material includes the revised self-study
general plan, background information on the North Central
Accreditation process, review of existing assessment data, a 5-year
assessment plan, a summary of general education goals, and plans for
student outcome assessment by department. (JB)

THE ASSESSMENT PROCESS: LESSONS FOR LIBERAL ARTS COLLEGES
Nelson Bingham and Len Clark
Earlham College

Introduction

Assessment of student outcomes is a fact of life for institutions of higher education in the 1990's. With the mandate for such assessment established by the North Central Association of Colleges and Schools in 1989, it is not an option to be debated by individual institutions. All institutions accredited by the NCA must, henceforth, have in place a formal plan for the assessment of student academic achievement and must implement that plan in an effective manner. Nevertheless, the NCA has wisely provided considerable latitude for each institution to pursue these goals in ways which are faithful to the distinctive identity and mission of that institution. How, then, shall liberal arts colleges respond to the challenge posed by this new mandate?

This paper is aimed at using the experience of one such liberal arts college -- Earlham College -- as a basis for offering some guidance to other similar institutions as they strive to meet the expectations of the NCA concerning assessment. To do this, it will begin by describing the process followed in developing its assessment plan. Then, the plan itself will be reviewed. Subsequently, the implementation of the plan will be addressed. And finally, several principles will be articulated which might be generalized to other liberal arts colleges.

The Process of Developing the Assessment Plan

In a certain sense, assessment is not an outcome we achieve but a process in which we engage. Hence, the success of our efforts at assessment will depend upon the careful attention we give to this process from the very beginning. It must proceed from a clear sense of the identity and mission of the institution itself. In Earlham's case, a great deal of work had been done during the past decade to develop clear statements of our mission and goals. The documents which grew out of that work formed the foundation for our thinking about assessment. On the other hand, given the amount of turnover in personnel and realities of individual memories, it was deemed essential that the current generation of faculty should re-consider and re-affirm that mission and those goals.

The core of Earlham's institutional identity lies in its intention to be a Quaker learning community -- a liberal arts college which makes a difference in human society by "graduating persons marked by veracity, discipline, integrity, individuality, community, concern and peace." The liberal arts commitment of Earlham College was described in its NCA Self-Study Report (1993) and included some features inherent in all liberal arts colleges

(e.g. intense student/faculty involvement) and some features more distinctive to Earlham (e.g. an emphasis upon global studies and foreign languages). The point here is not to examine Earlham College; rather it is to highlight the fact that the process of assessment at Earlham began with a careful review of Earlham's institutional identity. Such a review is essential for any successful assessment effort.

Another key element in Earlham's assessment effort was its early identification of the philosophy and principles which would guide the process of developing and implementing its assessment plan. It turned out that three such principles emerged. First, the assessment proces should be **comprehensive**. It should include not only student achievement within major fields of study, but also general education (defined to include residential life experiences and foreign study and other off-campus program experiences as well as the array of distribution requirements). Nothing short of this could reflect the breadth and depth of Earlham's liberal arts mission.

Second, the assessment process should be a **college-wide** activity, involving as many people as possible. To the extent possible, the assessment plan should grow out of widespread consultation and the collective vision of the entire community. Moreover, its implementation should be de-centralized, with data collected and utilized at the departmental or program level.

Third, the assessment process should be maximally **efficient**. This is, of course, a necessity in these days of tight budgets. Efficiency means more, however, than minimizing financial costs; it involves enhancing the connection of assessment procedures to goals and the connection of data generated to the use of that data for self-improvement. In this sense, efficiency may best be seen as an aesthetic principle, which for Quakers is often expressed as a value of simplicity.

With these principles in mind, a timetable was developed which emphasized active engagement of as many facets of the Earlham community as possible. This timetable began 20 months prior to the scheduled site visit. As a first step, a concise briefing document was written to inform everyone about the accreditation process. That document was then used as a basis for informational meetings with the Board of Trustees, chairs of all departments and interdisciplinary programs, representatives of all administrative units, the faculty curricular policy committee, and the faculty as a whole. In this way, the entire campus was familiarized -- .h not only the accreditation process generally, but with the recent emphasis upon assessment and the need to work toward an assessment plan. In the process, most faculty lent at least tacit support to that emerging assessment plan, support which was based upon a wide general understanding of what assessment would entail and why it is important.

In preparation for the development of the assessment plan, an inventory was conducted to determine what kinds of assessment were already being done on campus. This included a summary of how each major handled the comprehensive examination for graduating seniors. Additional data from surveys by the office of institutional research, the career services office and the admissions office were compiled.

A major step was achieved when the curricular policy committee assumed responsibility for the development of the assessment plan. The Self-Study Coordinator drafted a proposal for the creation of a small ad hoc task force which would actually generate the assessment plan. That draft plan would then be approved by the full Curricular Policy Committee and recommended to the full faculty for approval. In this way, the groundwork was laid for the Curricular Policy Committee to assume ongoing ownership of the assessment plan.

The site visit was scheduled for September, 1993 and by September, 1992, the informational campaign was completed and the more active grass roots involvement could begin. As a first step, each unit (academic departments/programs and all administrative offices) was requested to generate a unit self-study report for inclusion in the overall institutional Self-Study Report. A key component of those individual unit reports (for all academic and co-curricular units) was a description of present assessment activities and a proposal for how each unit might improve upon its assessment of its students.

These unit reports were collected and reviewed by the Self-Study Coordinator (who sent detailed responses to each unit); each report was also reviewed by two faculty and, wherever possible by at least one student and one hourly staff member. All of these review comments were then shared with the unit writing the report and an opportunity was provided for a final revision of those unit self-studies. One unanticipated outcome of this process is that many of those faculty reviewers became vociferous advocates of the assessment process as they pointed out ways in which a unit's assessment of its majors could be improved.

All along the way, regular progress reports were issued to the entire community via the college newsletter. In this way, there were no surprises waiting for anyone and it was clear that the process rested upon a wide foundation of community involvement.

The task force responsible for producing the assessment plan carefully reviewed the final self-study report of each academic and co-curricular unit. From those reports, a list of eleven goals of Earlham's general education program was compiled. That list was presented to a meeting of the faculty as a whole for discussion. Then the task force proposed a formal assessment plan to the curricular policy committee. That plan is described in the next section of this paper. It was eventually recommended by the Curricular Policy Committee and approved by the entire faculty.

The Assessment Plan

There were two key features of the assessment plan which emerged.
First, a timetable was proposed for defining, gathering, inter-
preting and disseminating assessment data concerning the general
education of Earlham students. Although some of this information
was now being collected, this part of the plan represented a new
commitment to gather and utilize even more data on general educa-
tion (which has not, up to now, been systematically assessed).
In developing this portion of the plan, the meaning of "general
education" was broadly defined to include not only the formal
distribution requirements, but also foreign study and other off-
campus programs, internships, residential life and extra-
curricular experiences, etc. Second, each department and program
offering a major had indicated in its unit self-study report both
existing and proposed forms of assessment of students' academic
achievement. The assessment plan incorporated those departmen-
tal/program assessment procedures.

Implementation of the Assessment Plan

The assessment plan's timetable was centered around the annual
production of an "Assessment Book," to be first compiled and
issued in the autumn of 1995. In order for that to happen, a
commitment was made to hire a half-time "assessment coordinator"
to actually collect data from all possible sources on campus
(i.e. departments, programs, the institutional research office,
the alumni office, the Registrar, the career services office,
etc.) and to arrange and interpret that data into a user-friendly
publication annually from 1995. That coordinator will work with
the director of institutional research.

The Assessment Book will be distributed to those administrators
responsible for curricular matters, to the curricular policy
committee, to all departmental and program chairs and to any
other parties interested in it. Emphasis will be given to the
use of the data in this Assessment Book for purposes of improving
what we do.

At Earlham, each department or program undergoes a review every
five years. In the future, those reviews must include the de-
partment or program's response to any assessment data which has
been collected. This is one of the ways in which we hope to
insure that such data is, in fact, fully utilized for institu-
tional improvement. Our assumption is that the existence of good
data on student achievement will, in itself, provide an impetus
for programs and departments to address any concerns which are
identified in that data.

At this stage in the assessment process, we are keeping as much
of that process as possible at the grass roots level of individu-
al departments and programs. Specifically, the setting of educa-
tional goals, the design and execution of data collection pro-
cedures, and the utilization of such data will mostly be in the

hands of the individual units. The role of the central adminis-
tration (via the assessment coordinator) will tend to be one of
collecting and integrating assessment data from across the col-
lege and distributing the collective results back to individual
units. If any "official encouragement" is needed to get some
units to either gather appropriate data or take appropriate steps
in response to data, that role will either be played by the
curricular policy committee or the academic administration.

Lessons for Liberal Arts Colleges

Several lessons emerge from the preceding description of how
Earlham College has developed and implemented its assessment
plan. These lessons might apply to any institution, but would
seem especially appropriate for a liberal arts college.

First, given the emphasis such colleges typically place on com-
munity and on faculty involvement, it is desirable that the
assessment process should be done as much as possible at the
grass roots level. This means that both the initial design of a
plan and the ongoing execution of that plan should involve indi-
vidual faculty and academic units as much as possible. This will
increase the liklihood that the data generated will actually be
used for self-improvement by the departments and programs. It
will also enhance the validity of the assessment process by
keeping the data collection closely tied to the unit's education-
al goals. Finally, this will tend to minimize suspicions and
cynicism on the part of individual faculty since they will have
more control over the process.

Second, the development of an approach to assessment should be a
gradual evolutionary process. It is crucial in the early stages
of developing such an assessment plan to allow enough time for
individuals to become educated about assessment and to think
through how their department or program should do it. In Earl-
ham's self-study process, considerable effort was put into in-
forming every constituency about the purposes of the review and
about the steps to be followed. One of the most useful steps in
Earlham's process was that of having individual faculty review
the self-study report (including assessment plans) for some
academic unit other than their own. To do that task effectively,
a faculty member had to learn something about assessment and
often, the process of reviewing another plan provoked ideas about
how their own unit might assess its students more effectively.

Third, assessment should be **conceived in the broadest possible
terms**, at least initially. It is particularly important that it
not be construed as only involving numerical scores or standard-
ized testing. Such a view is certain to arouse significant
opposition. Non-quantitative methods are valuable in their own
right in assessing student outcomes, but additionally, the use of
such methods promises to increase awareness of the further value
which quantitative measures might add to the assessment effort.
One way in which this principle interacted with that of grass

roots involvement is that the individual units have been very creative in proposing many diverse assessment procedures. This has achieved two things -- it enriches our assessment approach and it enhances support for this approach among individual units.

Fourth, the principle of **efficiency** stands out in our experience. Certainly, any institution must strive to achieve the best results for the lowest costs. But efficiency has another meaning as well -- roughly akin to the concept of "elegance" in the design of scientific experiments. In a sense, this aesthetic meaning of efficiency may be more important than the financial meaning. In the case of assessment, the pursuit of efficiency entails fully utilizing all present sources of information, as well as integrating assessment data with other data display functions of the institution. For example, Earlham already produces an annual Fact Book and annual Board Reports and it is important that the Assessment Book be integrated with those at the levels of both form and content. This will be facilitated by having the same person (i.e. the Assessment Coordinator) handling the production of those other reports. A different kind of efficiency is achieved when the assessment effort becomes integrated with most of the other forms of data collection on the campus -- e.g. departmental comprehensive exams, alumni surveys, senior exit interviews, departmental five-year reviews, etc.

Fifth, it is clear that the success of Earlham's assessment process is and will be a function of the extent to which it is **derived from and reflects the fundamental identity of the institution.** The grass roots emphasis, for example, is crucial in an institution which prides itself on active involvement of all community members and on the diversity of viewpoints participating in any discussion. Earlham had no choice about this since its Quaker traditions include governance by consensus. We could never have committed ourselves to an assessment plan without building widespread understanding of and support for such an effort. Few other institutions face that requirement -- for many, a majority vote will suffice and for some a decision by key administrators may get the job done. But any institution should benefit from efforts to build the widest possible support for the assessment of student outcomes.

Conclusion

As noted earlier, assessment is here to stay. Distinctive types of institutions, such as liberal arts colleges, must therefore take the initiative to ensure that their distinctiveness is fully reflected in both the process of developing an assessment plan and the actual character of the subsequent assessment. Despite potential resistance to assessment, the spirit which drives it can be seen as at the very heart of the liberal arts enterprise -- namely the dedication to developing and using a body of knowledge to make a difference in the lives of our students and in the world.

NORTH CENTRAL ASSOCIATION ACCREDITATION
REVISED GENERAL PLAN FOR SELF-STUDY
FOR EARLHAM COLLEGE
Nelson E. Bingham

October, 1991
- Appointment of self-study coordinator (Bingham)
- Initial planning of self-study process
- Request of date for site visit

December, 1991
- Appointment of self-study committee (Clark, Kienitz, Ogren, Swafford-Smith)
- GLCA workshop on assessment (Bingham)

January - February, 1992
- Begin gathering information/material on assessment
- Initial planning meeting of self-study committee
- Formulation of first steps for departments/programs
    * gather information on comprehensives
    * discussion of what we care about
    * discussion of how we know how we're doing
- Briefing of Board of Trustees on process (Bingham, Clark)

March, 1992
- Meetings with departmental conveners (Bingham, Clark)
- Meetings with interdisciplinary program directors (Bingham)
- Attend NCA annual conference (Bingham, Kienitz)
- Analysis of information on comps (Bingham)
- Review of 1983 NCA Self-Study Report and NCA response

April, 1992
- Meeting with CPC
- Faculty Meeting on general education -- goals/assessment

May, 1992
- Input to NCA on selection of Self-Study Team
- Material in Faculty Lounge
- Meeting with administrative units
- Meeting with SMS/Athletics
- Meeting with librarians
- Sharing information on discussions thus far
    * Faculty Meeting
    * Departmental discussions/comps
    * Interdisciplinary program interviews
    * Other meetings

- Developing a plan for the self-study
    * Inventory of existing mission/goals
    * Inventory of data we now have
- Review of College response to 1983 NCA accreditation
    * Committee review
    * Review by specific units

September, 1992
- Departmental/Program/Unit Reviews
    * Existing five-year reviews if already done
    * Scaled-down reviews for all others by 10/15/92
- Developing assessment options
    * Major field (Departments/Programs)
    * General education (CPC)
    * Co-curricular experience (Student Development)
- Integration of assessment plans into unit reviews
- Initiate weekly meetings with Len and/or committee

October, 1992
- Get site visit dates on calendar of President and other
    administrative officers (Wood, Clark, Freeman, Smith,
    deVeer, Wright)
- Collection of unit reviews (10/1/92)
- Meet with President re: upcoming team selection and
    progress report on self study
- CPC discussion of assessment
- CPC creates Task Force on Assessment
- Task Force begins work on assessment
    * Review of literature -- issues and options
    * Scrutiny of Earlham's mission and goals
    * Examination of current assessment at Earlham
    * Development of assessment plan
        * Major field (Departments/Programs)
        * General education (CPC)
        * Co-curricular experience (Student Development)
- Quick examination of unit reviews by self study committee
    Swafford-Smith = Humanities
    Ogren   = Natural Sciences
    Kienitz   = Social Sciences
    Bingham   = Interdisciplinary Programa
    Clark   = Administration
- Committee feeds back to Bingham; Bingham acknowledges to
    units
- Check on Earlham input to selection of NCA Team

November, 1992
- Task Force on Assessment receives copies of units' self
    study reports
- Comment on unit reviews by "outside" reviewers (Earlham
    community persons with connection to unit) (11/15/92)
- Comment on unit reviews by students and staff

December, 1992
- Self-Study Committee reviews unit reviews (including assessment plans)

January, 1993
- Preliminary report of Task Force on Assessment (1/31/93)
- Units receive feedback and re-consider/revise unit self study reports (1/31/93)
- Self-Study Commitee begins preparing first draft of analysis section (introduction) of self study report

February, 1993
- Committee reviews final versions of units' self study reports
- Committee completes working draft of analysis section

April, 1993
- Review of analysis section of institutional self study report by various units

May, 1993
- Semi-final revisions/editing of institutional self study report by Committee
- Develop plan for site visit
    * who should be interviewed?

June, 1993
- Review by Trustees in June of 1993
- Final revisions of self-study report
- Duplication/printing of report

July, 1993
- Send complete report to NCA

August, 1993
- Send complete report to each member of evaluation team

September, 1993
- Site visit by evaluation team (9/22-9/24)

October, 1993
- De-briefing meeting on use of the NCA Institutional Self-Study for purposes of institutional self-improvement
- Earlham receives draft of Team Report from NCA for comments and corrections

November, 1993
- NCA sends final Team Report to Earlham
- Earlham sends formal Institutional Response (including choice of Readers' Panel or Review Committee) to NCA
- Earlham evaluates accreditation process for NCA

December, 1993
- Earlham receives names of readers for NCA review
- Earlham sends readers materials (Self-Study Report, Basic Institutional Data forms, catalogs, faculty/student handbooks, and institutional response to Team Report)

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THE NORTH CENTRAL ACCREDITATION REVIEW: BACKGROUND INFORMATION
Nelson E. Bingham
2/20/92

What is the North Central Association?

It is an organization of approximately 1000 educational institu-
tions from nineteen states, the Navajo nation and certain over-
seas territories. Its purpose is "... the development and main-
tainance of high standards of excellence for universities, col-
leges, and schools, the continued improvement of the educational
program and the effectiveness of instruction...through a scien-
tific and professional approach to the solution of educational
problems..." [Articles of Incorporation, North Central Associa-
tion, 1963]

What is the NCA accreditation evaluation?

It is a process conducted once every ten years in compliance with
the requirement of the Commission on Institutions of Higher
Education of the NCA that each institution's worthiness for
continued accreditation shall be evaluated at that interval.
Satisfactory accreditation is the basis for an institution's
authority to grant degrees, receive federal monies, etc. Earlham
College was on the NCA's first list of approved institutions in
1915 and has retained its accreditation since that time.   Its
last previous evaluation occurred in the 1983-84 academic year.

What is the nature of the NCA evaluation process?

The heart of the process is a Self-Study conducted by the insti-
tution itself.   Such a Self-Study "provides an opportunity for
the college to gain a comprehensive view of itself by measuring
itself against its condition [ten years before], and against its
goals and aspirations as currently conceived." [from the 1983-84
Earlham College Self-Study] Typically, such a Self-Study is the
direct responsibility of a small committee who oversee a process
which engages each academic and administrative unit of the col-
lege in: a) summarizing their goals, structure and functioning;
b) reflecting upon the relationship of this summary to the col-
lege's mission; and c) reporting upon their effectiveness in
achieving their goals.   It may take about one year for the indi-
vidual units to conduct such unit reviews and for the Self-Study
Committee to collect and integrate them into a Self-Study Report.

When the institution's Self-Study Report is completed, a team of
consultant-evaluators representing the NCA will make a site visit
to the campus (usually lasting about three days).   During that
time, they will observe the structure and function of the college
first-hand and meet with various constituencies who were involved
in the Self-Study. They will then write an evaluation report for
the NCA, including a recommendation regarding continuation of
accreditation and such other recommendations as may be relevant.

What does the evaluation team and the NCA want to know?

The NCA applies four major criteria to its evaluation of the institution. Those criteria are:

I. Does the institution have clear and publicly stated purposes, consistent with its mission and appropriate to a post-secondary educational institution?

II. Has the institution effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes?

III. Is the institution accomplishing its purposes?

IV. Can the institution continue to accomplish its purposes?

How will the 1992-93 NCA evaluation differ from that of 1983-84?

The major change has been in the way in which the NCA is conceiving and utilizing Criterion III -- the issue of the extent to which institutional purposes are being accomplished. In 1989, the NCA's Commission on Institutions of Higher Education adopted its Statement on Assessment and Student Academic Achievement (see attached) and the NCA, through its evaluation teams, is now emphasizing its expectation that "an institution has and is able to describe a program by which it documents student academic achievement." [NCA Quarterly, Fall 1991, p. 389] This focus on what has often been termed "student outcomes assessment" represents both a challenge and an opportunity for higher education institutions. This challenge/opportunity has basically two parts -- accountability to whatever outside constituencies may be relevant (i.e. demonstrating that individual students and students collectively are achieving the goals claimed by the institution) and use of such outcome data for the purpose of internal self-improvement of the institution.

Most institutions, including Earlham, already have some mechanisms in place for assessing student outcomes (at Earlham, one form of this is the Comprehensive Examination required of all graduating seniors). Moreover, most institutions, including Earlham also have certain empirical data available which support the claims of institutional effectiveness (e.g. acceptance rates for graduate study, GRE test scores). Still, there are several areas in which institutions (including Earlham) tend to fall short of the NCA's expectations regarding such outcomes assessment. One of these is that a wider range of measures could be employed to assess student competence in the major field of study (supplementing the Comprehensive Examination). Another is that student outcomes in the area of general education (as opposed to the major field) are not directly measured by Comprehensives. A third area of concern is that the empirical data which presently exists tends to be scattered through various offices and units, with little systematic organization.

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Most institutions, including Earlham, fall even shorter of the
expectations of the NCA with respect to the aim of using outcomes
assessment data for institutional self-improvement. Even the
information we do have (e.g. Comprehensives) rarely serves as a
basis for formative evaluation. While there are certainly in-
stances in which such empirical data does lead to review and/or
change in institutional policies and practices, this process is
usually not undertaken systematically; more frequently perhaps
anecdotal information may lead to change.

It is clear that the NCA is very serious about this new approach
to Criteriion III. It is assumed that they will not expect, in
the 1992-93 evaluation, to find us already doing and using out-
comes assessment in the full sense described above. But we are
also confident that this is no "fad" -- the NCA will expect to
find a program in place (or at least planned) by which student
outcomes can be adequately assessed and employed as part of
regular institutional evaluation and planning. The NCA is quite
clear that it will expect to see such a program in full operation
when we are next reviewed ten years hence.

   What do we hope to achieve through this evaluation?

Of course, we hope (and expect) that the NCA will continue our
accreditation. Beyond that, we anticipate that our own institu-
tional planning will benefit from both our internal Self-Study
process and the review by the NCA team. To the extent that we
are able to develop more effective means of assessing student
outcomes, we may expect to use those means as a basis for ongoing
improvement of what we do. Such data should also be helpful to
us in communicating about our mission and our accomplishment of
that mission to outside constituencies. Still another way in
which this process may be valuable is that Earlham can, thereby,
participate in the development of assessment goals and procedures
which distinctively reflect the character of a small liberal arts
college; in the absence of such an institution-appropriate model,
we run the risk of being under pressure in the future to utilize
assessment techniques which are best-suited for large universi-
ties.

   How will we go about our institutional Self-Study?

We can assume that Earlham's recently-developed mission state-
ment, its strategic goals, the purposes stated in its catalog,
etc. will speak directly to Criterion I. Addressing Criterion II
should be largely a matter of drawing upon our existing unit
plans, five-year reviews of departments and programs, the Fact
Book, and other documentation which we regularly produce. To a
large extent, Criterion IV will be a function of both our finan-
cial condition and the set of policies (financial, personnel,
curricular, etc.) which will govern our operation in the future.

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The execution of our self-study process with respect to Criteria I, II, and IV will involve a rather complex effort to collect a great deal of existing information. While it will be complex, it should entail relatively little change in what we now do; it is mostly a matter of straightforward collection and organization of facts.

Our approach to Criterion III, however, will probably necessitate the development of new procedures and mechanisms for assessing student outcomes more fully and for utilizing that information more systematically. This is going to mean that institutional resources (including that most precious resource -- the time and energy of our professional staff) must be devoted to this process. To make that happen, we will have to engage our governance process and, even before that, build support for this among our colleagues. It seems inevitable, therefore, that the focus of the 1992-93 self-study will be on outcomes assessment.

To begin this process, a Self-Study Coordinator (Nelson Bingham) has been appointed and a small committee has been named to work with him (Len Clark, Amy Kienitz, Paul Ogren, and Christine Swafford-Smith). Most of the work of this committee will occur during the 1992-93 academic year.

What is the schedule for this self-study process?

Introductory discussions of the upcoming process will be held with each of the divisions (Humanities, Social Sciences, and Natural Sciences) and with representatives of the interdiscipli- nary programs during the month of February 1992. There will be some discussion in Faculty Meeting in April 1992 and a larger session on it in Faculty Meeting in the fall of 1992. All units (academic and administrative) will be asked to engage in the self-study process at the level of their unit during the fall of 1992. The Self-Study Committee will organize the responses of these units into a report during the winter of 1993. A first draft of that report should be available to the community by mid- term of spring term of 1993. Final revisions should be completed before the Board of Trustees' meeting in June 1993. The visit by the NCA team of evaluators is scheduled for September 22-24, 1993.

Commission Statement on
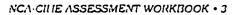# Assessment and
Student Academic Achievement

The Commission affirms that the evaluation/accreditation process offers both a means of providing public assurance of an institution's effectiveness and a stimulus to institutional improvement. The Commission's criteria require an institution to demonstrate the clarity and appropriateness of its purposes as a postsecondary educational institution: to show that it has adequate human, financial, and physical resources effectively organized for the accomplishment of those purposes: to confirm its effectiveness in accomplishing all of its purposes: and to provide assurance that it can continue to be an effective institution. A variety of assessment approaches in its evaluation processes strengthens the institution's ability to document its effectiveness.

The Commission reaffirms its position that assessment is an important element in an institution's overall evaluation processes. The Commission does not prescribe a specific approach to assessment. That determination should be made by the institution in terms of its own purposes, resources, and commitments. Assessment is not an end in itself, but a means of gathering information that can be used in evaluating the institution's ability to accomplish its purposes in a number of areas. An assessment program, to be effective, should provide information that assists the institution in making useful decisions about the improvement of the institution and in developing plans for that improvement. An institution is expected to describe in its self-study the ways that it evaluates its effectiveness and how those results are used to plan for institutional improvement.

The Commission wants to make clear that all institutions are expected to assess the achievement of their students. With this statement we make explicit the Commission's position that student achievement is a critical component in assessing overall institutional effectiveness. Our expectation is that an institution has and is able to describe a program by which it documents student academic achievement.

Approved by the Commission on Institutions of Higher Education
North Central Association of Colleges and Schools
October 27, 1989

D. Existing Assessment Data

Thus far, the discussion of the accomplishment of our mission has focused upon a description of the "input" (in the form of institutional resources, including personnel) and the "process" (in the form of programs and what has happened with those programs). This is, of course, only a partial picture; the accomplishment of our mission must also be demonstrated through evidence related to "outcomes" (i.e. how our students can be described upon graduation, or later, in relation to the goals which are embodied in our mission).

Like most institutions, Earlham College has not engaged in systematic and comprehensive assessment of student outcomes. The emphasis given to that by the NCA and by higher education more generally has provided the occasion for us to think about this more systematically. A review of the various assessment-related activities already being done was instructive. A number of different units have been engaged in the collection of data which speak to more circumscribed aspects of assessment. These units include the Testing Office (Earlham's office of institutional research), the Career Services Office, the Curricular Policy Committee (which oversees the five-year reviews by academic departments and programs), the Alumni/Development Office, and individual departments and programs (primarily through their senior comprehensive examinations, but also through their knowledge of their graduates' scores on various standardized tests, such as the GRE, MCAT, and the LSAT and through their awareness of their majors' success rates in applying to graduate school). In addition, some anecdotal data are available through individual faculty members (e.g. from continuing contacts with alumni).

The Testing Office has long administered the national survey of the American Council on Education/Higher Education Research Institute (hereinafter termed the "ACE") to entering students soon after their arrival on campus each Fall. The ACE survey data is analyzed locally and become part of the national data base involving several hundred colleges and universities. It includes demographic information about our students, indications of their motives/reasons for choosing this college, self-ratings with respect to certain personality traits, information about their attitudes, values and life goals, and some reporting of behavioral patterns over the previous year. Each year, national normative data are provided by UCLA's Higher Education Research Institute, allowing us to see how our student population resembles and/or differs from other comparison groups. While this data from our first-year students cannot tell us anything about the outcomes of an Earlham education, it does provide an important kind of baseline data for later assessment.

During the past ten years, the local ACE data base has been used
to undertake senior-year follow-up surveys, including many of the
same questions from the first-year ACE. Those senior surveys
also include questions on students' experience with Quaker ideals
at Earlham, their identification of the most influential persons
and other influential aspects of Earlham, their satisfaction with
various aspects of Earlham, their perceptions of their own devel-
opment over the past four years, and their projections as to the
liklihood of various future choices/experiences in their lives.
A copy of the most recent senior survey report may be found in
Appendix E of this Self-Study Report.

Finally, we have also begun doing surveys of alumni five years
after graduation. These surveys, once again, include the same
questions on values, attitudes, and life goals for which there is
data from the person's first year and senior year. In addition,
there are many questions about the individual's activities since
graduation (employment, personal relationships, contacts with
Earlham-related people, etc.) and about her/his satisfaction with
various aspects of the Earlham experience. In 1992, several new
questions were added to this alumni survey in an attempt to speak
more directly to the issue of assessment. These questions in-
cluded: 1) a question about what the graduate believed to be two
of the goals emphasized by the department/program in which they
majored and a rating of the extent to which each goal was accom-
plished; 2) a question about what the graduate would want to tell
a potential applicant to Earlham College; and 3) a set of ques-
tions focusing on various facets of the Earlham experience,
including the student's major, general education, electives, off-
campus study, residential life, and relationships with faculty.
For each facet, the graduate was asked to indicate the "most
memorable" and the "most useful" aspect of that facet. These
open-ended questions provide a rich source of systematic evalua-
tive data from alumni.

What do these kinds of data tell us about Earlham's success in
pursuing its mission? First, we will examine the data from the
1992 survey of graduating seniors. Appendix E contains the 1992
Senior Survey Results. In terms of their educational aspira-
tions, almost 92% of that sample indicated their intention to
pursue further graduate study, with 75% judging that there is a
"very good chance" that they will complete a graduate degree.
Almost 59% predicted that there is a very good chance of their
doing volunteer work in the future.

Another kind of outcome data has to do with seniors' satisfaction
with various components of their Earlham experience. For exam-
ple, these seniors indicated a high level of satisfaction with
off-campus study programs here and that those programs were rated
as very important to them. Seniors also indicated satisfaction

with the academic preparation they had received and with opportunities provided for community service. On the other hand, they were least satisfied with student participation in college administration and with the housing process.

Asked to identify the two most influential persons in their college experience, almost half of these seniors mentioned an Earlham professor while 52% named a personal friend. About 53% pointed to "academics" as the most influential aspect of Earlham during the past four years. In line with the growing emphasis on multiculturalism, 36% of these seniors had taken classes focusing on African/African-American topics and 41% had chosen to do a paper or project on such subjects.

Although this methodology has been criticized by some, self-perceived changes still represent one helpful indicator of developmental change. The 1992 seniors were asked to rate the degree of change they had experienced in a number of areas. The greatest change was reported in "ability to interact sensitively with other people," "tolerance and respect for those of different backgrounds, values and appearances," critical thinking ability," "ability to understand the concerns and motives of others," and "establishment of an identity." Of course, Earlham was not the only influence upon these students, but it may be significant that these self-reported changes are consistent with the stated mission of the College.

Seniors also reported on a number of specific behaviors in which they had engaged during the past year. In this case, the data from their first year was available for statistical comparison. Seniors reported using a personal computer and speaking a non-English language significantly more often than they had done as first-year students. The great virtue of these items is that they deal with behavior rather than attitudes. We intend to gather more behavioral data of this sort in the future.

Changes in attitudes and values may also reflect the impact of the Earlham experience. Statistically significant differences from the first- to the senior year were found in a variety of attitudinal measures -- related to homosexuality, abortion, marijuana, premarital sexual behavior, the death penalty. Likewise, a number of significant changes in these students' life goals were noted, as seniors they attached greater importance to: developing a meaningful philosophy of life, promoting racial understanding, helping others in difficulty, influencing social values, participating in community action, raising a family, influencing the political structure, obtaining recognition for work in their field, creating artistic work, and being successful in one's own business. Once again, most of these changes would be compatible with the overall aims of Earlham College.

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Even more useful than immediate assessment of seniors is the five-year follow-up survey of Earlham alumni. In 1991, a total of 77 responses were received from the class of 1986. A copy of the 1991 Alumni Survey report is contained in Appendix E. It is interesting to note that 71% reported that they had adopted at least "a fair amount" of Quaker ideals as a result of their time at Earlham. A large majority (77%) of these alumni continue to identify themselves as "liberal."

Asked about the usefulness of their Earlham major for their present jobs, 39% of the 1986 graduates responding rated it as "very useful" or "essential." On the other hand, 57% said that their undergraduate education in general was "very useful" or "essential" in their present work. In terms of graduate education, 45% had already completed an advanced degree, while another 40% were currently pursuing graduate study. Of those who are or had been in graduate programs, 52% indicated that their Earlham major was "very useful" or "essential," while 76% found their undergraduate education in general to be "very useful" or "essential."

Alumni satisfaction with various aspects of Earlham was assessed. The greatest level of satisfaction was indicated for their academic preparation. In general, alumni ratings of satisfaction with these components of the Earlham experience were highly consistent with similar ratings done in the spring of the senior year. More than three-quarters were satisfied with opportunities for foreign study and there was a similar level of satisfaction with relations with individual faculty. One behavior indicator of alumni satisfaction may be the act of contributing financially to the College -- in this sample, 46% of respondents reported such a contribution. Continuing education and relatively low-paying jobs may be limiting this also; an additional 36% report that it is somewhat to very likely that they will give money to the College in the future.

One of the strengths of such alumni surveys is that they can elicit reports of behaviors as well as knowledge and attitudes. For example, of those respondents who had gone on an Earlham foreign study program to a non-English-speaking country, all reported at least some present ability in the language involved in that program. About 29% said they could still engage in casual conversation and 29% claimed a "working knowledge." While only 8% of those who had gone abroad reported using that foreign language frequently, an additional 13% said that they use it occasionally.

Earlham College places considerable emphasis upon the concept of community. Among these alumni, one behavioral reflection of this emphasis may be the fact that fully 42% of this sample, five

years after graduation, are still frequently involved with one or
more friends they met at Earlham. Another kind of "carry-over"
from Earlham may be that of involvement with organizations.
Nearly 31% of these alumni report continuing involvement with one
or more of the same types of organization in which they were
active at Earlham.

Longitudinal comparisons of attitudes and values show relatively
little change in the basic liberal character of these alumni.
While a number of statistically significant differences appear
between the freshman and senior years, almost no differences
emerge between the senior year and this alumni follow-up.

It is unclear whether this is because of the influence of Earlham
during those four undergraduate years or whether it is more of a
developmental phenomenon of early adulthood. It is possible to
argue, however, that attitudes (and to a lesser extent values)
ought to be susceptible to the educational influence of a college
-- depending upon exposure to information and development of
habits of critical thinking. While the strongly liberal charac-
ter of the Earlham community may be implicated in such attitude
development, it is noteworthy that these attitudes appear to be
maintained even five years after these alumni have moved into the
more diverse world beyond the campus.

Another approach to assessment first used in the 1992 alumni
survey was to ask the graduates to identify two major goals which
their major department or program had seemed to have. As might
be expected, a wide variety of such goals were identified --
development of theoretical knowledge, building of research
skills, fostering understanding of other cultures, instilling
habits of critical thinking and analysis, finding a philosophy
for oneself, promoting social responsibility and social justice
and many others. In each case, the alumni were asked to rate the
extent to which whatever goals they had identified had been
accomplished. Since they had listed two such goals, they were
rated separately -- 70% of these grads indicated that the first
goal they listed had been accomplished fully or moderately well;
66% felt that the second listed goal had been accomplished fully
or moderately well. For each goal listed, only about 10% thought
that that goal had been accomplished only "halfway" or less well.

These alumni were also asked to indicate the "most useful aspect"
of several facets of their Earlham experience. For example,
asked about the most useful aspect of their major at Earlham,
responses included: how to conduct research, writing skills,
fostering a desire to learn, foreign language ability, computer
skills, ability to solve problems, organization of ideas and
arguments, learning to use library resources, etc. Although many
of these responses were obviously specific to a given major, it

is striking how many of them are general goals of liberal educa-
tion.   Indeed, when asked directly about the most useful aspect
of their general education, many similar responses were given --
research skills, development of intellectual self-confidence,
building general knowledge beyond one's discipline, analytical
and critical thinking, competence in organizing one's study of an
issue and presenting information or arguing a position, making
the student a "more interesting" person, developing good citizen-
ship, fostering intellectual curiosity, etc.

Similar data are available regarding other facets of the Earlham
experience -- elective courses, off-campus study, employment as a
student, extracurricular activities, residential life, social and
cultural events, personal friendships and relationships with
faculty.   Alumni   also responded productively to   an open-ended
question about the most distinctive qualities of Earlham College.

It is clear that there is a wealth of information in these alumni
surveys.   At the time of this writing, the final report on the
1992 alumni survey is not completed, but there is much promise
here.   Moreover, such long-term follow-up surveys (eventually
this will be extended to a 10-year follow-up) will be of great
value for the assessment process as the questions asked are
progressively refined to give a more precise picture of student
outcomes.   The above information is given here primarily for
illustrative purposes.

Another kind of data from alumni surveys comes from the Career
Services Office.   That office undertakes annual surveys of alumni
one year and five years after graduation.   The most recent avail-
able one-year analysis focuses on the class of 1990.   In that
survey, 151 graduates responded (out of a class of 259).   Of that
total, 64% were employed full-time and 25% were pursuing graduate
study.   Of those who were employed, 61% reported a "correlation"
between their job and their Earlham education.   In addition, 62%
indicated that they were employed at "an appropriate level" or
that they are "using their talents to the fullest."   In rating
satisfaction with their position, 25% were very satisfied and
another 56% were basically satisfied. A solid 60% felt "well
prepared" for their job, while another 25% felt as well prepared
as other college graduates.   For those engaged in further gradu-
ate training, 72% report feeling better prepared than other
graduate students, while another 14% feel about as well prepared
as their peers.

Beyond the statistical information, survey respondents shared
some additional comments. Those comments called attention to the
distinctive mode of learning encouraged by Earlham (e.g. de-
emphasizing rote memorization), to the fostering of oral presen-
tation skills, to the development of research and library skills,
and to Earlham's facilitation of the development of the whole
person.

The five-year follow-up of the class of 1986 done by Career
Services presents a similar picture. More than 61% of the origi-
nal class of 203 students (i.e. 123 alumni) responded. Of those,
68% were employed full-time, 15% were employed part-time and 4%
were seeking employment. While 41% had completed graduate study,
another 27% were currently engaged in advanced training (20% were
doing so full-time). The most frequently-reported type of em-
ployment was education (noted by 23% of respondents), followed by
non-profit human services (16%) and health services (13%). Of
those who were employed, 64% reported a correlation between their
Earlham education and their current job and 85% perceived them-
selves to be at least as well-prepared for their work as other
college graduates (62% felt better-prepared than other college
graduates). Of those who were enrolled in graduate programs, 95%
reported being at least as well-prepared as other college gradu-
ates (again, 63% said they were better-prepared than their
peers).

While the aforementioned surveys are done on a regular basis,
there are also occasional efforts at surveying Earlham alumni.
For example, the Human Development and Social Relations (HDSR)
program surveyed its alumni in 1985 (including 45 respondents
graduating from 1978, when that program began through 1985). Of
those graduates, 48% had been or were at the time in a graduate
program; an additional 46% expressed an intention to pursue
graduate study. If those intentions are eventually actualized,
an impressive 94% of the graduates of this program (assuming the
sample is representative) may undertake advanced study. In this
survey, 87% of those HDSR alumni who were in graduate programs
rated their HDSR education as very or extremely valuable for
graduate school; 60% of those working in jobs rated their major
as very or extremely valuable for their job; 93% of these gradu-
ates rated their HDSR experience as very or extremely valuable
for their personal growth and development. There are currently
plans to repeat this type of survey with HDSR alumni.

In 1984, the International Programs Office undertook a survey of
alumni of Earlham's various foreign study programs. That survey
gave primarily descriptive information about those alumni, but
some questions did offer insight into the success of the foreign
study experience. For example, 44% reported that they still use
their foreign language skills in speaking; 37% still use those
skills for reading and 24% continue using them for writing.

Asked to indicate their perception of the effects of the foreign
study on them, 51% of the respondents said that it had "absolute-
ly" broadened their academic interests. More than 70% indicated
that their off-campus study had had a "great" impact upon their
ability to adapt to different conditions; 68% perceived a "great"
impact upon their view of foreigners; 52% rated the impact as

"great" upon their understanding of international issues. More than 77% of those who participated in non-English language programs attributed "some" or "much" of the improvement in their foreign language skills to program.

As noted earlier, there is a considerable amount of data about student outcomes which already exists around the Earlham campus. Most of this is not coordinated in any systematic fashion nor is it widely-shared. The recently-developed five-year review process for all academic departments and programs (managed by the Curricular Policy Committee) will provide an efficient vehicle for future collection of some of this data. That process involves the department or program conducting a thorough self-study, which will include assessment data and submitting a report of that self-study to the Curricular Policy Committee. Not only quantitative data but also qualitative information and anecdotal feedback from individual faculty will be included in those self-study reports. Because these five-year reviews have not heretofore required a focus on assessment of student outcomes, much of this data has not been systematically collected yet; hence it is not available for this NCA Self-Study.

In short, such evidence as we have (both impressionistic evidence from unsystematic faculty contacts with graduates and more formal survey data from several sources) suggests that Earlham is being successful in achieving its mission. The reports of our graduates affirm that we are accomplishing our mission and purposes [see Section II, pp. 9-17 and Section III. C. 1., pp. 27-28]. We anticipate that a more focused and concerted effort in relation to the assessment of student outcomes, in the coming decade, will confirm this and provide a larger and more unequivocal array of convincing data in this regard. To that end, we have developed an Assessment Plan (see Section V. E., pp. 101-108).

3. A Plan to Assess General Education at Earlham [1]

a. Preface

Our accrediting agency, the North Central Association (NCA), now requires that we assess the outcomes of our educational program. Individual departments and programs have already written assessment plans. Curricular Policy Committee (CPC) was given the responsibility to write an assessment plan for the general education program.

The first draft of this plan was written by a special Assessment Plan Committee (Leslie Bishop, Amy Kienitz, Paul Lacey, Randall Shrock). This version has been revised by CPC (Nelson Bingham, Keisha Connelly, Lavona Godsey, Bob Johnstone, Mina Khoii, Dylan Lubetkin, Amy Mulnix, Sara Penhale, Alice Shrock, Peter Suber, Kathy Taylor, Jerry Woolpy).

The plan below outlines a structure for assessment, but in most areas leaves particular methods of assessment and the extent of assessment initiatives to individual programs. If we approve this plan, then we are committing ourselves to follow the general structure, to think creatively about how to flesh it out, and to revise it in light of our experience. Our assessment plan will probably be quite different in 10 years, and should be.

b. Recommendations

1. That general education be assessed through a combination of measures, including self-reports through ACE or ACT alumni questionnaires; five year reviews of departments and programs; divisional reviews of general educational goals and outcomes; and GRE, MCAT, LSAT and other such tests, taken voluntarily by students and having national norms for comparison.

2. That, where results or scores can be aggregated over time -- in ACE surveys of incoming students' attitudes, in follow-ups to those surveys, in the nationally-normed tests, and the like, they be aggregated in five year increments and examined in relation to norms for ACM-GLCA colleges and/or liberal arts colleges of 1200-2000 students.

3. That the College survey members of each senior class on their self-assessment of educational growth, with particular reference

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1. This Assessment Plan was formally approved by the Earlham Faculty at its Faculty Meeting on April 28, 1993.

to general education goals, and their satisfaction with the total
Earlham educational experience. If a questionnaire with either
national norms or a basis for comparison over time for the sen-
iors is used, the results should be reported to both faculty and
the senior students. Examples of questions we might ask seniors
are the following: Did you exceed the distribution requirements
in any field other than your major? If so, why? Describe the
benefits to you. Did you take upper-level courses in any field
other than your major? If so, why? Describe the benefits to
you.

4. That in their senior seminars, comprehensive examinations,
senior papers, exhibitions, recitals, etc., departments and
programs consider ways to assess those general education goals
(1) that are not program-specific and (2) that are advanced by
programs other than their own but that affect competency in their
field. For example, since good psychologists must be good human-
ists and competent in natural science, the psychology comps might
look for evidence that psychology majors have benefitted from
their distribution courses in Humanities, philosophy or religion,
and natural science.

5. That it is desirable to assess the extent to which graduating
seniors fulfill the general education goals advanced by the
disciplines in which they did not major. Some of this assessment
may be done by individual departments or programs, at their
discretion, as they think of creative methods to measure what
non-majors in that program have learned from that program's
general education courses. We propose no requirement for doing
this centrally because it would take resources we do not now
have. However, because this kind of assessment is desirable, we
will continue to discuss ways in which it might be accomplished
within our means.

6. That all educational units of the college develop their own
assessment plans.

7. That every five year review of a department or program be
required to address the general education goals of the depart-
ment, including but not limited to the way the distribution
requirements are fulfilled through department or program offer-
ings. The goals to be assessed will be identified by each de-
partment or program, taking into account the goals-statements
offered in the self-study prepared for the NCA's comprehensive
evaluation. (See the section on general education goals at pp.
106-107 below for the compilation of eleven clusters of goals
derived from the self-study reports of all departments and pro-
grams.) In addition, the five year review should incorporate a
response to the data and analysis contained in recent editions of
the assessment analysis book (see recommendation 8, next).

8.   That all assessments of students, student attitudes, educa-
tional outcomes, both general education goals outcomes and de-
partmental and program goals outcomes, etc., be gathered to serve
as the basis for an Assessment Book to be published every fall,
starting in the fall of 1995. The Assessment Book will be the
locus for all institutional studies of the impact of an Earlham
education (e.g., the ACE surveys, Admissions, ·Career Planning,
Alumni-Development and Student Development surveys, Registrar's
data, five year reviews by departments and any special reports
mandated by the assessment plan). The book is intended primarily
for internal uses in institutional self-improvement.

9.   That all five year reviews of departments, and any other
reviews of educational programs and their effects, be reviewed by
appropriate academic administrators, including a member of CPC,
no later than three months following the submission of the re-
ports. CPC will be responsible for insuring that the process of
gathering and responding to five year reviews is functioning
satisfactorily.

10.   That the College administration and CPC address the need for
collecting data, coordinating studies, disseminating studies,
supervising data storage, etc., by clearly defining the work of
an Office for Institutional Research and staffing it adequately.
That will mean personnel amounting to 0.5 FTE to carry out these
duties under the supervision of the Director of the Testing
Office, working with two or three work-study students, and in-
creasing the budget for office support for these activities
appropriately. The 0.5 FTE could be a new hire or be created
through the reallocation of duties of existing personnel.

11.   That this assessment plan itself be assessed no later than
fall, 1996, after the second annual Assessment Book has been
published. CPC will bear responsibility for revising the assess-
ment plan in light of the college's experience with it.

c. Presuppositions

1.   Earlham College is interested in kinds of assessment which
can sustain and improve good teaching and learning as directly
and as quickly as possible. It is a benefit to us that discus-
sions of how to assess them lead to discussions of educational
goals themselves.

2.   Assessment can both help us educate and inform us about how
we are educating. It can help education directly by giving both
students and faculty guidance in how they are doing and how they
can improve in attaining their goals.

3. Both the specific general education goals and the appropriate means to measure their accomplishment will be identified by departments and programs, and included in their five year reviews.

4. "General education" subsumes more than distribution requirements under it. The plan focuses on the latter but also includes the assessment of other "general education" emphases, such as wilderness, off-campus and foreign study.

5. Although specific ways of fulfilling requirements have been assigned to departments, divisions or staffs as stewards for the faculty, distribution requirements are the responsibility of the whole faculty.

6. To be of any use for improving curriculum, assessment must result in regular formal reports reviewed by a responsible committee of the faculty (CPC) which will give both regular feedback to each unit of the College making a report and, from time to time, to the whole faculty.

7. At present, many offices of the College have a significant stake in getting and keeping assessment data, but coordinating studies and disseminating results need to be more effectively accomplished in the future. The College has been doing many good things piecemeal; what is now needed is a holistic approach to assessment of educational outcomes.

8. While our primary purposes in assessment are to improve our programs, we also have responsibilities to document our achievements for the larger public, including parents, graduates, corporations, foundations, and others.

9. Coordinating the collection of and collecting data, analyzing it, reporting it, and storing it in readily-retrievable forms will require allocating staff, money and space resources not now dedicated to those tasks.

10. The need for assessment of educational outcomes, in a multiplicity of forms, on a continuing basis, requires the College to take Institutional Research far more seriously than it has to date.

d. Timetable

Every Year:

* ACE survey of incoming students; ACE survey of senior students, compared with their responses four years earlier; five-year survey of alumni with the same questionnaire; Career Services annual survey of alumni one and five years out; Alumni Development survey of all five-year reunion classes.

* Compilation of Assessment Book.

Every Five Years:

* Divisional reviews of goals outcomes for distribution requirements under the stewardship of the division; reviews of wilderness, off-campus study programs, and special programs not subsumed under single division, such as the Humanities Program, PAGS, Women's Studies, AAAS, the College Libraries, exclusively focused on general education goals outcomes. (While this needs to be done only every five years, we should do it soon after beginning the assessment program.)

* Department and Program reviews, including special attention to general education, and incorporating a response to the data and analysis in recent editions of the Assessment Book.

* Surveys (noted above) of alumni by Career Services, Alumni Development.

* Aggregating five year results in GRE, and other nationally normed graduate tests.

e. General Education Goals

The goals whose advancement we are attempting to measure include the following:

1. Helping students experience the habits of thought and intellectual methods of each discipline. Training in methodologies relevant to [each] subject. Developing an understanding of [e.g. scientific] method and its utility.

2. Training in skills in reading, reflection, writing, discussion [focused in each case on a disciplinary topic, issue, question or "text", but with some assumptions that this specific training is generalizable to other disciplines]. Developing student competence in oral and written communication.

3. Learning to look at a "text" [topic, issue, question, work of art, body of data] from different perspectives. Experiencing imaginative encounters with "text" and relevant scholarship; learning to evaluate the quality and relevance of scholarship or research and apply it to the "text" at hand.

4. Helping students become intelligent users of information. Teaching them to search for information effectively and efficiently in both printed and electronic sources. Helping students learn to evaluate the content and sources of information.

5. Developing an informed voice in dialogue with the material of the discipline. Developing variety of research and interpretive skills [analysis and synthesis]. Emphasizing hands-on experience of research design.

6. Learning how to undertake interdisciplinary and integrative inquiries. Putting a discipline in a societal context. Learning to see common connections and concerns with other disciplines.

7. Training in reflective, disciplined study of values, focusing on problems and methods of "valuation." Learning to connect responsibility with knowledge. Learning to make conscious ethical choices. Preparing for responsible citizenship.

8. Developing proficiency in at least one other language. Developing global awareness and solid knowledge of other cultures. Experiencing lives of peoples different from our own [vicariously through e.g. arts, theater, literature]; educating through direct experience [e.g. laboratory, field work, off-campus study].

9. Developing understanding of the formal dynamics of works of art; understanding the relationship of an artist to his/her society; enhancing personal creativity and developing confidence in one's own ideas.

10. Giving experience in group and cooperative learning. Helping students become part of a community of learners, become empowered to be active learners.

11. Developing self awareness: of self as biological organism, political and social being, maker of art, philosophy, other forms of self-expression; understanding human relationships to the physical universe, earth and environment.

4. Coordinating the Assessment of Majors

Departments and programs are responsible for developing assessment plans to measure the achievement of their educational goals for students in the major field. Five year department and program reviews (already discussed in relation to assessing general education goals above) will be expected to give substantial attention to assessing their majors. In consultation with the Provost and CPC, departments and programs will specify the goals to be assessed and the methods being used to assess their achievements and the achievements of their students. Multiple means of assessment should be applied, in order to get the best information to answer the questions which departments and programs identify as most useful for them. Means of assessment might include such things as student and graduate self-evaluations, interviews, questionnaires, letters; results of senior seminars and comprehensive examinations; reports of internships or from employers; results of nationally-normed examinations, where available; reviews of syllabi and curricula, student papers, projects, portfolios, as appropriate to the discipline. Wherever possible, departments and programs should draw on relevant data collected by Career Planning, Alumni-Development, the Office of Institutional Research and other College offices. Departments and programs should design assessment plans as ongoing longitudinal studies of program responses to disciplinary and student needs and the achievements of their students.

The assessment methods and results (described above) of the separate department and program assessment plans will also be gathered together and published in the Assessment Book.

FIVE-YEAR UNIT REVIEW

I. Goals
  A. Have your unit's goals changed from those cited in the
     1992-93 NCA accreditation self-study? If so, please
     specify any changes.
  B. Do you expect or plan any changes in those unit goals
     in the next five years, in respect to
     1. the mission and strategic goals of the College
     2. curriculum inlcuding major programs and general
        education requirements
     3. departmentalor programmatic involvement in multi-
        disciplinary studies programs
     4. other unit goals
  C. Have your plans changed for achieving your goals? In
     the next five years:
     1. do you plan any significant coures revisions?
     2. what courses do you expect to cancel and what ones
        do you expect to be proposing?
     3. what program or department majors depend or will
        depend on your offering the courses listed in
        #s 1 & 2 above? How have you consulted with those
        departments and programs? Will you be consulting
        with them?
     4. what changes do you expect to make in the major?
        When did you last undertake substantial change in
        the major curriculum?
     5. what changes are you making or are needed in your
        affirmative action strategy?
  C. In the absence of any constraints, what would you like
     your unit to do or be doing in the next five years?
  D. What issues, problems, or constraints now face your unit
     and/or do you anticipate to face it in the next five
     years? What opportunities or options do you anticipate?

II. Assessment of student outcomes
  A. Have there been any changes in the student outcomes which
     you noted in the 1992-93 NCA accreditation self-study
     as those you care most about achieving in your
     student majors? If so, what were those changes?
  B. Have there been any changes in the ways in which you
     assess or judge the extent or ways in which your
     majors are actually accomplishing the above aims [this
     particularly includes changes in your senior comprehen-
     sive examination procedures]? If so, what were those
     changes?
  C. Please describe or summarize the evidence or data which
     allows you to conclude that you are accomplishing the
     student outcomes you have noted in A. above.

D. What new or additional procedures do you expect to use during the next five years in order to assess desired outcomes in your student majors [again, this includes any anticipated changes in your senior comprehensives]? When did you last undertake substantial change in the senior comprehensive process?

E. Have there been any changes in the student outcomes which you noted in the 1992-93 NCA accreditation self-study as those you most care about achieving in non-majors taking your general education courses? If so, please specify.

F. Please describe or summarize the evidence or data which allows you to conclude that you are accomplishing the student outcomes noted in E. above.

G. What new or additional procedures do you expect to use during the next five years in order to assess desired outcomes in your non-majors in general education courses?

H. How does your unit make use ot the information currently available about student outcomes in improving what you do?

I. How can your unit make more effective use of currently available information about student outcomes or of information which becomes available in the next five years through plans noted in D. or G. above?

III. Grant proposals
A. Indicate the proposals to be written, or likely to be written, in the coming five years.
B. What grants that were funded are you now receiving?
   1. How do these grants affect current staffing? Staffing for next five years?
   2. How do these grants affect the unit's curriculum?
   3. What will be the effects on staffing and curriculum of the end of the grant(s), if the end comes during the next five years?
C. Has your unit a wish list of proposals? What are they?

IV. Equipment - what equipment and facilities needs do you expect to have in the coming five years? Explain the needs.

V. Have you chosen to use an outside consultant or a member of another Earlham unit in the preparation of this review? If so, who? How was this person/these persons involved in the review?

Revised March, 1994
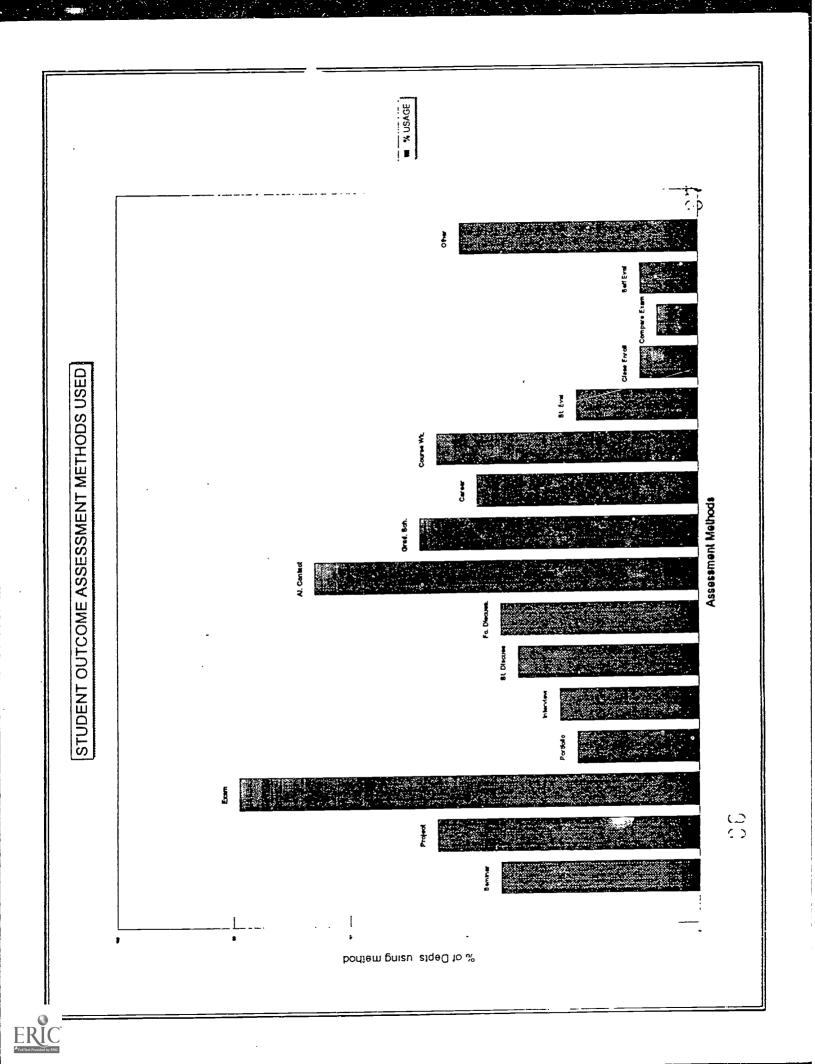
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STUDENT OUTCOME ASSESSMENT METHODS USED

	Senior Seminar	Thesis/ Project	Senior Exams	Portfolio	Exit Interview	Student Discussion	Faculty Discussion	Alumni Contact	Grad School	Career Success Employer Comments	Course Work	Student Eval. of course	Size of Class registration	Exam Comparison	Self Eval.	Other
Art		1					1				1					
English	1	1	1	1			1	1				1				
Language/Lit		1	1	1							1					
Music		1	1			1		1	1		1					1
Philosophy			1			1		1	1						1	1
Religion		1	1			1	1	1	1		1	1	1			
Theatre		1							1	1						1
Biology			1		1		1	1	1				1			1
Chemistry			1			1		1	1	1	1	1	1			1
Computer Science																
Geology		1	1			1		1	1	1	1			1		
Math		1	1			1	1	1	1							1
Physics	1	1	1	1	1	1	1	1	1		1					
Economics	1	1	1	1	1		1	1	1	1	1				1	
Education	1	1	1	1	1		1	1	1	1	1	1			1	
History		1	1			1	1	1	1		1					1
Politics	1	1	1	1				1	1	1	1					
Psychology	1	1	1	1	1	1	1	1		1	1	1				1
Sociology	1	1	1	1	1	1	1	1			1					
African Studies	1	1	1					1	1	1	1					
Human Dev		1	1		1			1	1							1
Int'l Studies		1	1					1								
Japanese Studies	1	1					1	1		1						
Management	1	1	1					1								1
PAGS	1		1	1				1		1						
Women's Studies	1	1	1				1	1		1	1					1
Humanities						1						1				
Int'l Programs	1		1		1											1
Wilderness					1		1									
TOTAL USAGE	10	13	23	6	7	9	10	19	14	11	13	6	3	2	3	12
% USAGE	34%	45%	79%	21%	24%	31%	34%	66%	48%	38%	45%	21%	10%	7%	10%	41%

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STUDENT OUTCOME ASSESSMENT METHODS USED

% USAGE

% of Depts using method

Assessment Methods

Exam, Project, Seminar, Portfolio, Interview, St. Discuss, Fa. Discuss, Al. Contact, Grad. Sch., Career, Course Wt., St. Eval, Class Enroll, Compare Exam, Self Eval, Other

SUMMARY OF GENERAL EDUCATION GOALS

AFRICAN AND AFRICAN AMERICAN STUDIES

- develop an appreciation for racial differences and perspectives
- have a better understanding of their own perspective as one ethnic experience and perspective
- learn to deal with competing ideas
- improve their understanding of American or African society
- be able to discern connections and gaps between African and people of the African diaspora
- feel enabled to continue research or study of African and/or African American topics
- display more confidence and humility in their dealings with people's of color

ART

To convey to students the ideas that:

- the arts take as basic premises the beliefs that each person is capable of meaningful creative expression
- that the ability and necessity to do so is fundamental to our humanity
- that each individual's perceptions are unique and uniquely valuable and, simultaneously, self-transcendent, pointing beyond the self to statements which reveal universalities in the human condition

An Earlham student is able to enroll in art courses without having to complete a prerequisite introductory level course or courses.

ATHLETICS, WELLNESS, AND PHYSICAL EDUCATION

- provide the student with an introduction to such activities as racquetball, tennis, walking for fitness, etc.
- encourage/promote lifetime fitness
- excite and energize the participants to continue the lifetime sport after graduation
- reach a level of skill and ability to enable them to continue activity
- gain knowledge of the rules and guidelines that govern the activity/sport in order to participate with others after leaving college

For varsity athletes:

- develop discipline through sport
- learn time management skills
- develop leadership qualities
- develop a sense of pride and accomplishment through participation
- develop a successful athletic team/program

- develop a respect for personal fitness
- become better athletes mentally and physically
- learn to work cooperatively within a "people" environment
- learn about ethics through sport, i.e. playing within the rules

BIOLOGY

- have an awareness of themselves as biological organisms living in an organic world subject to a variety of influences
- continue to follow the progress of biological discoveries in the popular media
- retain the library research skills they gained in our courses and that they use skills in seeking quality information on public issues that bear on science and technology
- respect the importance of science for society and support it politically

CHEMISTRY

- receive a general introduction to the science of chemistry such that it can be applied to a variety of theoretical or practical problems
- be able to collect and analyze chemical data that can then be used
    - a) to test or build concepts about molecular behavior, and
    - b) in the resolution of environmental problems.

COMPUTER SCIENCE

- retain a "feel" for the skills learned in the process of programming
- develop and retain improved skills as problem solvers
- learn the usefulness of transferring solutions

ECONOMICS

- to provide fundamental concepts and methods for thinking about economic life

students should be able:

- to recognize and grasp the economic content of contemporary political discussions
- to come to think of the forces that shape material life differently than they used to
- to appreciate the importance of economic analysis and debate

EDUCATION

- examine a broad range of critical and controversial issues and perspectives in American education
- begin to understand what it means to "do philosophy" and to think critically about education and the process of teaching.

ENGLISH

- appreciate the power of literature to express particular views of reality
- to move us with beauty
- to promote thought
- to enrich our lives
- be able to read, write, think, and speak effectively
- be familiar with a broad range of literary works of various types and from diverse periods
- to understand how to analyze and interpret literary texts on their own terms

GEOLOGY

- help students acquire a basic understanding of the earth and how it works
- cultivate awareness of the nature of natural science
- cultivate among students an appreciation for and awareness of our dependence on the finite resources of the earth - many of these resources are essential for human well-being
- cultivate among students an understanding of the relationship between geological processes and wise human habitation of the planet

HISTORY

- come away from our courses with an understanding of historical processes, experience of critical thinking, a depending of their powers of critical reading
- come away with a sense of the importance of time in human affairs and how the world of 1600 or 1800 or even 1960 is fundamentally different from their world
- come away with a competence in history (historical literacy)
- come away with a sense of the nature of doing history: the use of primary sources, experience in assessing evidence, the need for critical and careful judgment and evaluation

HDSR

Students should be able to:
- draw on their liberal education to make sense of the roles they are to play as well as the worlds they will negotiate, including the political and economic systems in which they live
- express a keen sensitivity to values and the importance of ethical judgements
- learn to manage the inevitable ambiguities and contradictions as well as some of the rewarding congruencies available in the world of individual and collective life, person and systems
- accept the importance of small successes as well as large visions
- balance disparate dimensions of one's professional, public, and private roles
- understand the importance of self-care and personal maintenance including the development of reasonable expectations, recognition of personal limits, and patience in the pursuit of realistic goals

• We hope that our graduates are not only theoretically sophisticated but that they can also demonstrate the achievements of specific career-oriented skills

HUMANITIES

For our students to become:
• better readers
• less provincial
• more aware of the past and of themselves as a member of various communities
• more empathetic and deliberate in making ethical choices

That our students:
• practice a healthy critical spirit
• can express themselves intelligently in writing and in discussion

INTERNATIONAL PROGRAMS

All students who participate should:

• gain new understanding, knowledge, skills and awareness about cultures, peoples, worldviews and patterns of life
• be able to incorporate this knowledge, skills and awareness into their academic and personal lives

INTERNATIONAL STUDIES

There are no non-majors in this program.

JAPANESE STUDIES

• through direct study of Japanese and East Asian traditions, to gain an appreciation not only of the diversity that makes each cultural tradition different from others, but also of the things all human communities have in common
• be able to encounter Japan and East Asia at some point in their four years at college
• be better equipped to read, listen, write, and discuss effectively and productively
• be better able to perform useful and accurate analysis, interpretation, and criticism

LANGUAGES

• to learn to speak a second language with some degree of proficiency
• to learn about global issues from a variety of perspectives

MANAGEMENT

- to provide a firm foundation for students to understand management-related concepts and acquire habits of analytical thought, since management is concerned with posing, clarifying, and solving problems in the areas of planing, decision-making, budget analysis, implementation, performance evaluation, and the identification and utilization of human and natural resources.
- to alert students to our traditional concern with the good and the true by examining the normative implications of management decisions in the choice of technology, the choice of organizational structure and personnel, and the choice of solutions and values.
- to sensitize students to Quaker visions of leadership that emphasize cooperation rather than competition, horizontal organization rather than hierarchical and vertical organizations, clerks rather than presidents.
- to help students understand the problems and the opportunities created by the increasing internationalization of factor and product markets.

The Management Program is congruent with the mission of the College to learn "how to think, to judge, to communicate, to act and live a useful and satisfying life," and to combine the curricular with the experiential.

MATH

- students be acquainted to some degree with both the content and the methods of mathematics
- students should understand what the integers and the real numbers are
- to understand continuity, linearity, functions, measure, limits, and how integration and differentiation are related
- know axiomatic structure and the algebraic structures of sets, groups, rings, fields, orderings, and cardinal numbers
- be able to read, write and discuss technical material
- be able to learn new mathematics
- be able to build mathematical models of the world
- to sense the beauty of mathematics
- to approach the search for truth as an artistic endeavor

MUSIC

- to learn to value excellence
- each student in a performing situation must produce to the highest level of his or her ability in order to earn good grades
- to know how to listen, to perceive stylistic differences between composers
- to take with them a sense of the joy of music, whether as listener or music maker

PAGS

Outcomes we care about in our non-majors:

- a knowledge of the economic, social, political, and symbolic structures which govern our world.
- an awareness of the range of global actors engaged in conflicts and change
- a familiarity with the differing emphases of structural ard actor-oriented theories in the field of peace studies
- an ability to take a critical distance and to analyze discourse, their own and others
- experiential and theoretical knowledge of peace-making and transformative social praxis
- hands-on experience with groups dedicated to social change, community building, and conflict resolution
- personal and intellectual encounters with persons from other cultures
- critical thinking, informed judgment, highly developed verbal and interpersonal skills, ability to work with others, ability to enter imaginatively into the lives of others, integration into human and natural communities

PHILOSOPHY

- to progress toward the same skills, knowledge, and wisdom that we expect from majors
- skills include reasoning and exegesis and, at another level, reading, writing, discussing speaking, and use of a library
- knowledge includes detailed familiarity with the history of western philosophy, including knowledge of certain texts.
- wisdom is harder to define, but it is the point of learning the skills and knowledge. Wisdom has something to do with being moved by philosophical questions because those questions arise in the student's lives, not (merely) because a book we assigned suggests them. It has something to do with students having their own high standards for answers because the issue matters vitally for them, not because they are conditioned to work for high grades. It has something to do with seeing the point or the 'lived side' of the questions raised by other philosophers.

PHYSICS

- to stimulate our students to develop a committed sense of curiosity about the nature of the physical world which will make them independent life-long learners and thinkers.
- to heip students see the interdisciplinary connections and common concerns and methodologies that physics shares with other disciplines within and outside the natural sciences.

- to teach students the major working paradigms in classical, modern, and contemporary physics which physicists use to interpret the natural world.
- to enable students to appreciate the relation between physics and mathematics.
- to provide students with experiences in teaching and communicating ideas to others.
- to develop student capacities in effective and persuasive oral and written communication.

POLITICS

- to engage in the thoughtful consideration of political problems, issues, and values
- to critically examine political processes, behavior, and institutions
- to develop the capacity to discover, describe, and analyze empirical evidence of political phenomena

Outcomes for non-majors vary little from those for majors which are:

- to be aware of different methods of analysis used within the study of politics
- to develop oral, writing, research, and analytical skills
- to understand the relationship between normative and empirical inquiry
- to study ethical problems in public affairs with sophistication and care
- to demonstrate skills of self • criticism
- to integrate experiential and academic learning
- to engage in lifelong learning
- to be informed and engaged citizens

PSYCHOLOGY

- to be critical consumers of psychological ideas which appear in the wider society (especially with the media)
- to have a sense of psychology as a science
- understand psychology as a social science which faces distinctive challenges because of the unique subject matter it studies
- to gain an awareness of the major theoretical models in the discipline and an understanding of some of the applications of those theories in addressing personal and societal problems
- to be able to utilize the psychological literature to address psychological questions encountered in everyday life
- to become familiar enough with psychological terminology and basic concepts to empower them to undertake informed self-study of psychology in the future
- be able to recognize ideas in common usage that have psychological origins and have some sense of the historical sequence of development of those ideas

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RELIGION

- ability to read a religious text (scriptural or other) with empathy, some analytic ability, and some knowledge of historical context.
- ability to think in a relatively disciplined and informed way about religious questions.
- ability to talk about religious questions with others from different perspectives with openness general awareness of broad aspects of religious perspectives.
- ideally, and where appropriate (depending on the course and the student's own background), both a deeper knowledge of his or her own tradition and a more sympathetic awareness of one or more other traditions.
- a working knowledge of at least one religious tradition
- an informed general conception of what a religious orientation is and how it functions in the lives of persons and societies

SOCIOLOGY/ANTHROPOLOGY

- learn basic concepts in sociology and anthropology (culture, social structure, social interaction, stratification, hegemony) etc. and apply those concepts to the analysis of issues which are of concern to them
- to give students a sense of appreciation for the scope of cultural diversity both in time and space, and to equip them with the kind of sensitivity that will make them better participants in an increasingly complex and culturally diverse world
- to encourage students to bring a critical attitude to representations of other cultures that appear in ethnographic texts, in the mass media, and in other disciplines
- try to make them sensitive to ethical problems in research and to acquaint them with the ethical standards of the discipline and with guidelines for working with human subjects

THEATRE

- gain a deeper appreciation for the time, training and decision-making that go into the creation of the dramatic event as well as serving the community at large through our productions
- to be able to recognize style, concept and intent in dramatic works
- to understand the production structure of a theater company and the responsibilities of each member of the production organization
- to develop creativity skills and experience theater through participation in productions or class activities
- challenge each individual and help them learn that creative inspiration comes from dedicated involvement, disciplined technique and the courage to take creative chances

WILDERNESS

Social Goals:
- increase understanding of the nature of human communities
- develop effective interpersonal skills, including listening, assertiveness, and constructive response to conflict situations
- provide opportunities for leadership and responsibility
- orient students to Earlham College, to Quaker values, and to consensus as a means of making decisions
- increase awareness of gender issues and encourage coeducational activity based on mutual respect and appreciation

Personal Goals:
- promote self-esteem based on acceptance of both capabilities and limitations
- increase students' awareness of and responsibility for their physical and mental health
- promote an adventuresome spirit, where difficulties are viewed as challenges which can be met
- encourage students to explore the spiritual dimensions of their lives

Academic Goals:
- provide instruction in a variety of disciplines, demonstrating how the liberal arts can promote deeper understanding of one's experiences and environment
- offer a model of education in which all participants can be both teachers and learners, and where the environment is a major source of instruction
- enable faculty and students, especially advisors and advisees, to know each other as multi-dimensional individuals

Wilderness Goals:
- develop the skill necessary to travel safely and comfortably in the wilderness with minimal impact on the environment
- explore environmental ethics in general and one's relationship to the wilderness in particular

WOMEN'S STUDIES

- be able to write, think, and speak with authority, depth and clarity about the major issues in Women's Studies
- to know the major contemporary figures who are writing, acting, and thinking in the field of Women's Studies, as well as the significant figures of the past
- to be aware of the issues facing women in this country and around the world
- be able to analyze those circumstances using the skills they learn in their course work
- to develop skills in research on women's issues in libraries and in public institutions
- be able to offer leadership in discussing these issues in a variety of settings

- to learn how to organize themselves and other groups around the issues that concern them
- be able to communicate clearly both their ideas and their reflections on experiences and to see the connections between them
- to be able to evaluate situations by asking questions that use race, gender, and class as categories
- to learn to work for change on behalf of themselves and of other women, to make sure that civil rights and human rights are not trivialized, ignored or violated
- put into action the ideals that they learned to express in the classroom to create healthy communities in which to live and love and work
- be resilient when circumstances go against their plans and efforts

PLANS FOR STUDENT OUTCOME ASSESSMENT

Note: Plans for the future are underlined.

DEPARTMENT	PAGE	ASSESSMENT PLANS
Art	9	senior project or research paper, quality of course work, faculty evaluation (self and on colleagues.)
English	18	senior comp exam, informal faculty discussions, student evaluation, regularizing alumni contact, students compile portfolio, senior seminar
Fine Arts		
Languages & Lit	51	comp exams, anecdotal accounting of majors after graduation, course work, proficiency tests, oral proficiency, portfolios, find other tests, interviews
Music	72	comp exams, senior project, admission to grad school, in classroom, their music newsletter will have questionnaire, followup telephone interview
Philosophy	87	comp exam, class work, make changes in comp exams to make them a better assessment tool, compare with SAT and GPA's, written self-evaluation, informal discussion with graduating seniors, 5 yr and 10 yr followups, student evaluation of course.
Religion	109	written work of courses, comp exams, senior thesis, develop a data base on majors, regular faculty discussions, informal discussions with seniors, 5 yr and 10 yr evaluations
Theatre	136	outside verbal and written critique of mainstage production, outside competition, student attendance at performances, graduate school acceptance, evaluations from professionals with whom they work, close relationship with students, senior project

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Biology	150	national standardized tests, annual outside examiners, frequency of admission to and graduation from graduate and professional schools, our contacts with alumnae and our own observations, _exit interviews, 5 and 10 yr followups, investigate reading habits of nonmajors, an analysis of whic. courses are more likely to lead tc taking additional courses in biology, senior exit questionnaires about attitudes toward science, hire outside consultant to design a survey instrument to address the nature of our department's program on our student's lives_
Chemistry	161	comp exams, graduate school and career success, _add questions to course evaluation questionnaires to get student feedback, keep tallies on course registrations and numbers of majors. use focus group techniques to learn student attitudes_
Computer Science	167	student's course work, discussions with graduates, GRE, _longer history of GRE scores, systematic contact with graduates to assess strengths and weaknesses_
Geology	174	standardized exams, graduate school success, conversations with current students, reports from graduates, career success, expressed satisfaction with student experiences, _develop some means of obtaining student feedback_
Math	202	written and oral comp exam, 5 yr graduate contact, graduate school success, contact with other faculty at conferences, etc., close and sensitive contact with students, _providing more constraints to outside examiners in the design of comp exams_
Physics	213	graded assignments, lab reports, course exams, physics GRE, active advising, senior seminar, individual evaluations for their work on research projects, graduate school

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Economics	221	course themselves, senior seminar, research projects, graduate school and career success, feedback from graduates, <u>survey every year for 5th, 10th, 15th and 20th year graduates, senior survey</u>
Education	232	National Teacher Exam Core Battery and Specialty Test, successful first year teaching, thesis or senior seminar, graduate school or career success, <u>senior interviews, analyzing graduate school or career choices, contact employers for evaluations, self-evaluations by and interviews with graduates</u>
History	242	comp exams, terminal course which requires intensive research and writing, continual contact with majors, graduate school success, <u>use alumni data collected by Nelson, alter nature of comp exams, assess the comp exam questions, departmental discussions and evaluations</u>
Politics	249	regular course grading process, senior seminar (includes senior research paper, discussions, comp exams), anecdotal information through letters and telephone calls, written data on careers for recent graduates maintained by college, <u>use of portfolios</u>
Psychology	268	class performance, evaluation of courses, senior project, informal conversations, contacts with graduates, <u>elaborate on senior project, examine patterns of occupational choices of graduates, in-depth interviews with seniors, senior "reflective essay", GRE's, periodic alumni survey, portfolio</u>
Sociology	280	course work, faculty discussions on student progress, senior thesis and seminar, <u>systematic followup of graduates using a computer data base, graduate school success, portfolio</u>

African & African/American Studies
	294	senior seminars (research paper, comp exam), written and oral exams in their course work, keep in touch with

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		graduates, <u>maintain broader contact with graduates and invite their comments</u>
Human Development	303	comp exams (field study report, problem analysis, reflective essay), graduate school and career success, anecdotal evidence from graduates, <u>systematic, complete, and regular alumni surveys, interviews and survey among employers of graduates</u>
International Studies	313	comp exam (language proficiency exam, individualized written exam, reflective essay)
Japanese Studies	330	forming and revising judgements about their work and faculty discussions about progress, senior project, follow-up surveys of graduates, <u>exit language testing, 5, 10, 15, and 20 year graduate surveys, senior essay</u>
Management	353	senior seminar, comp exams, five year dept review, survey of graduates six months after graduation, <u>shift focus of seminar to organizational policy, oral and written presentations, senior project, make more systematic use of questionnaries to obtain feedback and suggestions from alumni, see what careers our graduates find and in what ways they have been influenced by their major</u>
Peace and Global Studies	363	track graduate's careers and graduate school, invite alumni to retreat to share how the major relates to his/her current activities, correspondence with graduates, senior seminar, writing an exam, examining senior papers over the years, oral presentations, have students evaluate the group experience, <u>request letters from graduates at five year intervals, have Career Planning be more involved in tracking, review graduate's letter every other year at retreat, have faculty meetings to discuss student's performance</u>

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Women's Studies   374   comp exam, senior paper, demonstrative
                              project, senior seminar, oral exam,
                              track student progress from beginning of
                              their time as a major, portfolio, 5 yr
                              and 10 yr letters to graduates
                              soliciting their wisdom and tracing
                              their careers

Humanities   384   faculty   discussions/evaluations   of
                              student   writing,   exchange   ideas,
                              insights, techniques, and values

International Programs
                       408   student evaluation of program and their
                              experiences,   three   year   study on
                              language change pre and post three off-
                              campus   programs,   oral   proficiency
                              interview, rated before and after their
                              Japan experience, proficiency assessment
                              of graduates, continue over a long term,
                              exit interview

Wilderness   415   post   program   interviews,   information
                              analyzed   by   the   Wilderness   Advisory
                              Committee, objective observations