

Digital Arts and Humanities

Assessment Plan

Learning goals

The DGAH minor has established that its students should:

- Demonstrate proficiency in several disparate digital arts and humanities competencies (e.g. digital communication; data management, analysis and presentation; critical making, design and development)
- Learn to reflect critically on the intersection between digital media and methodologies and non-digital materials and texts
- Demonstrate an understanding of the social, cultural, political and ethical implications of digital technologies, scholarship, and artistic production
- Gain hands-on experience with collaborative, creative, and interdisciplinary digital projects and demonstrate an ability to work both individually and in group settings

These goals will be assessed for individual students in the following ways:

1. Direct assessments by instructors within relevant core classes—especially IDSC 130.
2. Assessment of final ePortfolio project by the capstone instructor using a written rubric that measures success on the above learning goals.
3. A written exit interview for graduating minors that assesses the above learning goals from their perspectives.

Assessment of the minor

The committee will convene yearly to assess the minor's effectiveness at helping students achieve the learning goals stated above. In the initial years of the minor's existence, we will need to perform a holistic assessment across *all* learning goals, soliciting input from students and faculty that are engaged in the program. In later years, we plan to shift to a model of selecting a single learning goal on which to focus each year, and tailoring an assessment mechanism to fit the learning goal. Each year, the committee will share the assessment results, and their reflections, with all faculty who teach courses that count for the Minor.

Our assessment plan outlines a number of key areas of focus for the initial years of the minor, detailed below.

Year 1: Assessment of student interviews

Students graduating with the minor will be given a written exit interview asking them to reflect on their experience and assess their own progress towards achieving the above learning goals. Additional questions will ask about the sense of community within the program, as well as other potential topics of interest. One member of the committee will be tasked with collecting, coding, and aggregating the data from these interviews, and the entire committee will convene to discuss the results. At this time, the committee will decide what changes should be implemented for the following year.

The practice of student interviews will be continued yearly with each graduating class.

Year 2: Assessment of faculty survey

After the second year of the minor's existence, we will create a survey to be sent out to all faculty who have taught a class that a student has used to receive credit for the minor. These surveys will assess:

- Which learning goal[s] the faculty member believes is met by their course, and how;
- How being included as part of the minor has affected the course, either directly through the faculty member's pedagogical choices or indirectly through participation from students in the minor;
- The faculty member's level of engagement with the minor, both in its academic aims as well as its community at Carleton;
- What (if any) other courses the faculty member believes ought to be considered for the minor that achieve these aims.

One member of the committee will be tasked with conducting the survey. The entire committee will convene to discuss and act upon the results. Faculty surveys will be conducted biennially following the initial survey.

Year 3+: Individual assessment of learning goals

After the first two years, student exit interviews will continue to be conducted each year and faculty surveys will be conducted every other year. In addition, starting in the third year of the minor's existence, we will shift to a model of selecting a specific learning goal each year on which to focus our assessment.