The Charrette

What's a "charrette"? "Charrette" (Fr.) means a small cart. Because architecture students once deposited their assignments in it as the cart was rolled through the studio, architects now use the word to refer to **an intense creative effort in a limited time period.**

We are going to use a condensed form of the charrette process to share examples of Program assessments. Please prepare a 3-minute introduction to one of the assessment practices you are using for Program Outcomes. It can be a mapping process, a tool you are using with graduating students, a tool you are using with students who have graduated and are in the workplace, a tool that measures student readiness for progressing through a sequence of classes, or any other assessment tool your department is currently using or planning to use to measure Program Outcomes.

Program Outcomes Charrette Process:

Introduce your program assessment (3 min):

Presenters will introduce the assessment and provide background information such as: in what course(s) the assessment is used, at what point in the course(s), how the assessment shows a course builds on earlier work and/or prepares students for more advanced work in later courses (or success beyond graduation), your experience with the assessment to date, how you hope to strengthen it, and what kinds of feedback and suggestions you would like from others.

Listeners: jot down thoughts and questions but please do not interrupt the presenter, let them have their full 3 minutes.

Discussion (5 min):
Listeners will respond to what they have heard, taking turns asking questions, sharing thoughts, feedback, etc. The purpose of the discussion is to help your colleague strengthen their assessment so please be constructive and collegial. Also, please mind the time and allow each participant the opportunity to contribute to the discussion. Discussion should address the four questions on the feedback sheet.

Presenters: listen carefully and respond to the inquiries. Think about alignment, but also think creatively about possible solutions.

Feedback (2 min):

Everyone: Based on the discussion, use the feedback form to give the presenter written feedback and suggestions. The presenter can use this time to write down notes about the assessment, based on what they just heard, along with outlining next steps for revision or additional feedback.