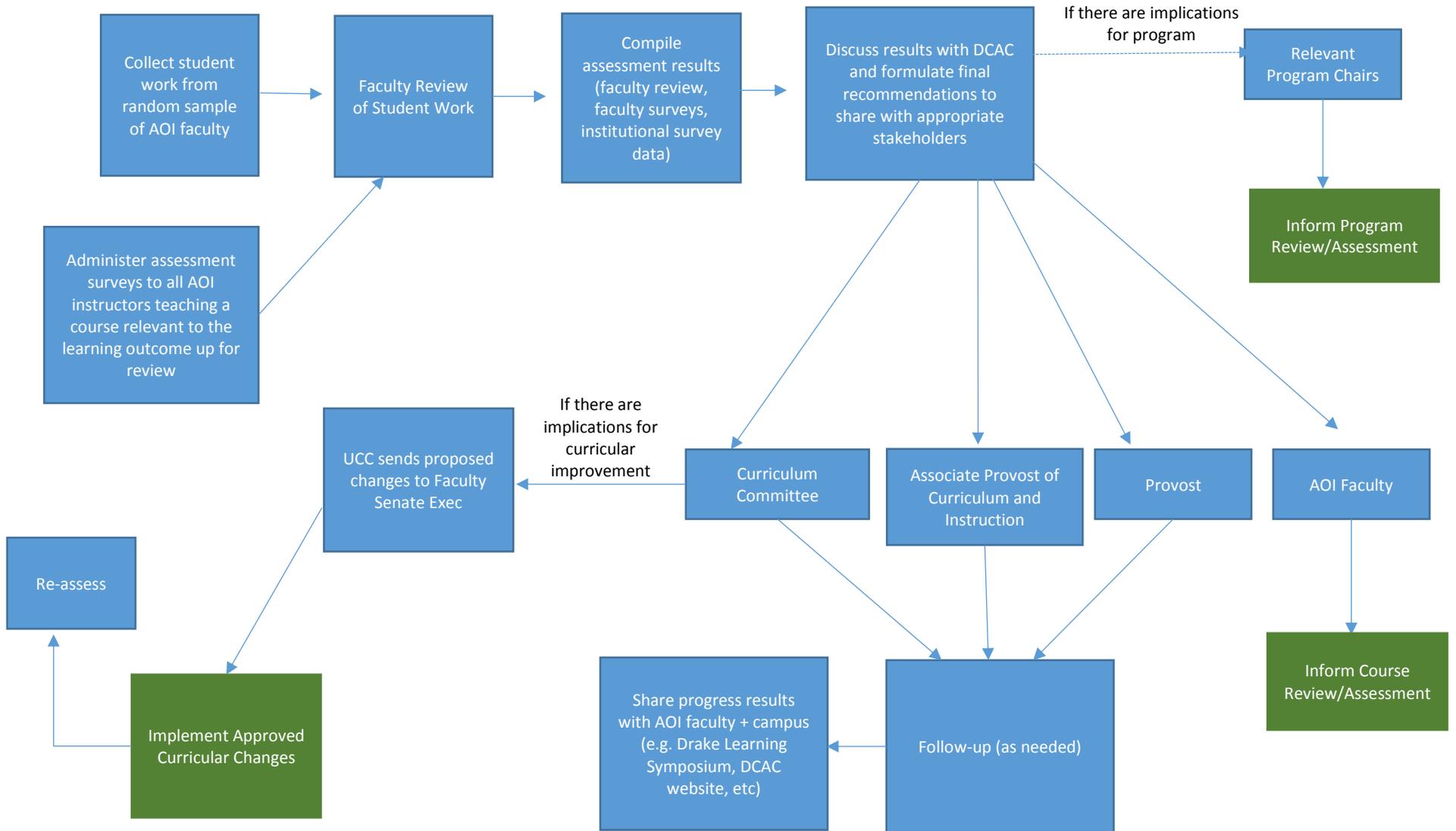


# Drake Curriculum Assessment



Assessment Survey for AOI Faculty

End of semester.....(After grades are due)						
Learning Outcome	Brief description of how learning outcome was addressed in the course materials and information provided to students (for example, readings, lecture, multi-media, and field trips)	Identify a key assignment that allowed you to collect evidence of the learning outcome. (Upload the instructions for the assignment—if no instructions, provide a brief description of what students were expected to do	Indicate strengths and weaknesses in student achievement of learning outcome (relative to performance criteria on the rubric)	Please include examples of evidence that these conclusions drawn about strengths + weaknesses are based on.	What changes, if any, do you plan for the next time you teach this course to improve student learning?	What actions (at general education or department level) are needed to improve the student weaknesses you identified?

Potential survey benefits:

- Consistently collecting assessment data
- Another opportunity to triangulate data without having to poll the individual colleges (strengthen validity of data and interpretations)
- General Ed assessment can feed into course and program assessment

Need to ensure buy-in—one way to do this is by sharing the assessment results + progress updates with AOI faculty

See St. Olaf College model (<http://wp.stolaf.edu/ir-e/student-learning-report/>)

# General Education Student Learning Report

The General Education Student Learning Report is an instrument developed by the Assessment Subcommittee of the Curriculum Committee to collect data during assessment of the General Education (GE) curriculum. IR&E will administer the instrument through Qualtrics to faculty participating in the 2015-16 GE assessment. Faculty with a GE assignment will receive a link to the instrument along with periodic reminders. The instrument is brief and includes open-ended, short answer questions along with a few multiple-choice items.

1. If you are participating in the GE assessment, you will be asked to **describe the type of student work you reviewed and evaluated**: (a) Short writing assignment (5 pages or less), (b) Medium writing assignment (6-15 pages), (c) Long writing assignment (more than 15 pages), (d) Oral presentation, (f) Demonstration or performance, (g) Part or all of a quiz or examination, or (h) Other. (You can find [examples of the types of student work faculty have previously assessed here](#).)
2. After identifying the type or types of work you assessed, you will be asked to **provide the number of students you assessed as well as the number of assessments in each of the following categories**: *Exemplary, Satisfactory, Emerging, Not Demonstrated*.
3. The student learning report provides space for you to **briefly describe the criteria** you used to facilitate assessment of *Exemplary, Satisfactory*, and *Emerging* work. You will also be asked to **rate the extent to which the intended learning outcome assessed advances each of the college-wide student learning outcomes**.\*
4. The final four questions on the student learning report ask you to (a) provide a brief **statement of your experience and the practical significance** for stability or change in your course, (b) **reflect on the usefulness** of the exercise for your teaching, (c) **discuss the effects**, if any, of the previous assessment (2011-12) of the general education curriculum on your current teaching practices, and (d) **provide feedback for the Curriculum Committee** on content or wording of the intended learning outcome assessed.