

## **Instructor Survey for general education assignments—Description**

This survey is designed to give the assessment taskforce an idea of where to find samples of students' work. We are **not** asking if your class teaches the general education objective. We are asking, "What types of assignments do you collect in your classes?" For example, a class does not have to teach a student how to write in order to require the student to write a paper. Any paper in any class written by a student who has completed 45+ credit hours could be a possible artifact for writing assessment. If you do not require your students to write, you will not be asked to supply a sample of writing to the assessment taskforce.

**Note:** *If a class consists of only 1<sup>st</sup> year students—it would not be used a part of the sample pool for assessment. So please consider the classes in which you are likely to have 2<sup>nd</sup> year students*

All types of assignments may be useful assessment of student learning. Perhaps you require students to take tests. In that case, some of the questions on your test might provide data for one or more of our general education objectives.

Many instructors require students to work in groups. Group work can also be analyzed for assessment purposes. Others may have portfolio projects, etc. **What we are asking instructors to do is to compare the content of their assignments to the general education objectives.** (Stated as FACS in first column of the survey) **Would your assignment when completed by a student, show evidence of the skill? (Or evidence of skill lacking)**

We are simply trying to determine what instructors are already doing so that we do not have to require any additional work from either instructors or students. If you do not assign students to do any work at all, then your class would not be asked to provide samples to be used for assessment.

The purpose of your assignment may or may not be related to the general education objective. For example, maybe you just want a group to come up with the right answer to a specific question; however, observing how the group interacts could give a trained evaluator an idea of how well students work together-- thus providing information for the social skills objective.

We believe that as students near the end of their degree program of study, they should be able to show some competency in the four general education areas and that there is evidence of that within our classes. If the evidence suggests problems, then we will seek to identify and correct the problems. **But remember, we do not evaluate individual students or classes. We are looking at the big picture. On average, does the group meet our criteria?**

When all artifacts have been collected, and a number of credit hours determined, the names will be removed from the artifacts. A reasonable sample from that group will be evaluated. All other documents will be destroyed. Evaluators will be given the assignment instructions (with no instructor name) and the artifacts (with no student names). After the artifacts are evaluated, they will be destroyed.