Student Learning Assessment Tools

Two-Way Fast Feedback
- Overall, how much did you get out of today’s class?
- What was the most important thing you learned?
- What was the muddiest point?
- What single change by the instructor would have most improved this class?
- Please comment briefly on the helpfulness of the advance reading assignments for today’s class.
- Overall, how much did you get out of your preparation for today’s class?
- What one thing can the instructor do to help you to improve your future class preparation?
- What one thing can you do to help improve your future class preparation?
- On balance, how are you doing on your project?
- What one thing can the instructor do to help you make better progress on the project?
- What one thing can you do to make better progress on the project?

Mid-Point Evaluation
- The instructor expresses clear expectations for my learning and performance in this class.
- The instructor uses effective teaching methods that enhance my achievement of the intended learning outcomes.
- Please describe the way in which this course affects your learning in ... critical thinking
- The assignments were related to the expected student learning outcomes of the course
- Instructor’s oral or written feedback was very helpful in enhancing my learning.
- I attend class regularly.
- I come to class prepared.
- I actively participate in discussions and projects.
- I have put a great deal of effort into advancing my learning in this course.
- On average, I have spent ________ hours per week doing work outside of class for this course. ( 0-1 hour  2-4 hours  5-6 hours  7-8 hours  9+ hours)
- The aspect of this class that most helped me take responsibility for my own learning was …

Group Instructional Feedback Technique
- Provide instructors with a summary of the most frequent responses to
  - What do students think is helping them learn?
  - What is hindering their learning?
  - What specific suggestions do they have for improving learning?
Analytic Memo
- Students write a one-two page analysis of a specific problem or issue.
- Locate a well-focused, typical problem for students to analyze. Provide background information and specify who is writing the memo and for whom, as well as subject and purpose. Provide explicit directions and explain how this can help with subsequent assignments.
- Example: Environmental policy analysis where students review a newspaper story about contaminated groundwater and write a memo to state’s secretary of environmental affairs pointing out policy implications of groundwater problem.

Pro/Con Grid
- Students analyze pros/cons, costs/benefits, or advantages/disadvantages of an issue of mutual concern.
- Example: Bioethics course where students read articles that debate patenting human genetic material. From the viewpoint as a consumer, what are the pros and cons allowing the patenting of genes?

Teacher Learning Audit
*Please think back over the past term/year in your life as a teacher and complete the following sentences as honestly as you can.*

1. Compared with this time last term/year, I now know that …
2. Compared with this time last term/year, I am now able to …
3. Compared with this time last term/year, I could now teach a colleague how to …
4. The most important thing I learned about my students in the past term/year is …
5. The most important thing I learned about my teaching in the past term/year is …
6. The most important thing I have learned about myself in the past term/year is …
7. The assumptions I had about teaching and learning that have been most confirmed for me in the past term/year are that …
8. The assumptions I had about teaching and learning that have been most challenged for me in the past term/year are that …