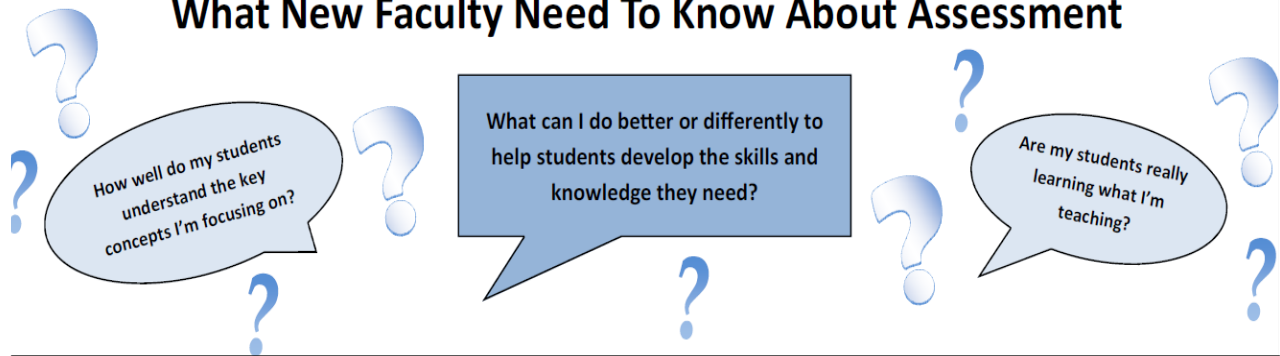


What New Faculty Need To Know About Assessment



How do I know if my students are learning or how my course is going?

- Classroom Assessment Techniques (CAT)
- Formative assessments such as application cards, muddiest point, or the one-minute paper provide instant feedback to help you assess what your students are or are not understanding.
- Plus/Delta mid-term feedback is one way that you may determine what is supporting or interfering with student learning. It is essential to share these results back with the students.
- Group Instructional Feedback Technique (GIFT) offers an objective way to gather responses from your students about what is effective and what is not so effective in helping them learn using a 3rd party facilitator.
- Peer Review of Teaching is an important tool to encourage new faculty to focus on pedagogy in teaching, especially using active learning techniques.
- New Faculty Workshop, Friday, Oct 11
- CAT Handbook available through Associate Provost's office

How can I align my teaching and my scholarship?

- Scholarship of Teaching and Learning (SoTL)
- <http://researchguides.drake.edu/sotl>
- Monthly faculty SoTL lunches
- [List of SoTL journals](#)
- Project [funding](#) available through Associate Provost Sander's office
- Consultations available with Art Sanders, Greg Lin, and Kevin Saunders

How can I align my course with my program's broader learning outcomes?

- Program learning outcomes listed on the [Drake OIRA website](#).
- [Curriculum mapping](#) allows you to see where your course fits within the broader program. Ask your program chair if you have one.
- [Understanding by Design/Backwards Design framework](#) helps you design a curriculum, course, or even assignment around your learning outcomes.

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