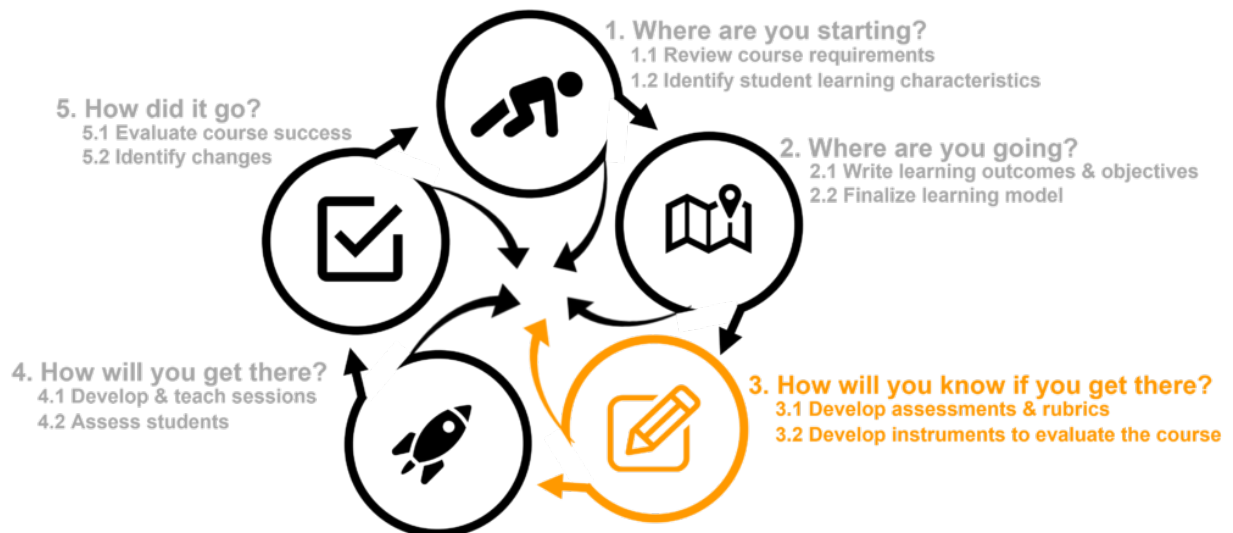


# Step 3: How Will You Know If You Get There?

## 3.2 Develop Instruments to Evaluate the Course



Student assessments, aligned to the learning outcomes and objectives, help you and your students measure progress toward the course goals. Course and teaching assessments help you identify how you can improve the current course and, potentially, other courses you teach. In this chapter you will decide what types of assessments and when in the course term to use them. You will also identify course reading materials at this point.

This step may seem light on details. We have a separate chapter specifically on assessments. Please see C7.

### 3.2 Results (What)

- Identification of process for end-of-course student evaluations of teaching
- Planning for any other course evaluation tools

### 3.2 Overview (Why)

To ensure you and your course are meeting students' needs, you should evaluate your course throughout the term. These can be simple evaluations, for example CATs, such as a Muddiest Point or an Electronic Survey Feedback form or can be more thorough, such as a SGID (small group instructional diagnostic). Scheduling when and what these are will help you ensure you have time set-aside and help adjust your course as needed. Good practice recommends that you share back with students the results and any actions you will take. (C12)

### 3.2 Suggestions/Instructions (How & What If)

1. Develop any questionnaires (including CATs) and schedule them (schedule guests to administer if appropriate). **(C12)**
2. Schedule when you will provide students with feedback about any evaluations. **(C12)**
3. Include assessment information from Worksheet 3.2b – Student Assessment Of Course And Teaching Details. **(C3)**
4. Add course & teaching assessments to students' schedule in syllabus. **(C12, C1)**
5. Add course & teaching assessments to the instructor's schedule. **(C12, C1)**

## 3.2 Worksheets

### 3.2a – Course/Teaching Feedback Checklist

Use this form to determine which method(s) you will use to obtain feedback on your teaching

### 3.2b – Student Assessment of Course and Teaching Details

Use this form to ensure you have properly prepared for student assessments of teaching

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## References

Angelo, T., & Cross, K. P. (1993). Classroom Assessment Techniques: A Handbook for College Teachers (2nd ed.). Jossey-Bass.

Cross, K. P., & Angelo, T. (1988). Classroom Assessment Techniques. A Handbook for Faculty. <http://eric.ed.gov/?q=ED317097&id=ED317097>.