Course: Attribute:

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| Criteria | Proficient | Feedback |
| Quality of evidence | - Multiple measures are included (direct and indirect, these can be quantitative and/or qualitative) -Reliable and valid evidence is collected for each outcome  - There is depth of evidence (multiple measures, direct/indirect)  -Clear description of assessment instrument or tool  - Clear alignment to program/course outcome |  |
| Presence and nature of threshold | -Threshold is meaningful and aspirational (but reasonable)  -A multi-stepped threshold is identified indicating both level of desired achievement and percentage of students to reach that level  -Threshold is explained |  |
| Quality of interpretation | - Interpretation is robust and meaningful, and tied to an action |  |
| Quality of the described action | - There is an explicit, well-reasoned connection between the assessment results and proposed changes. The proposed changes are presented in measurable ways that can support a ‘closing of the loop’. |  |
| Other observations  (optional – use if other issues or ideas are raised in the evaluation document) | Other course improvements are indicated, not necessarily tied to outcome measurement. Examples: - Incorporating new industry trends into a class  - Wanting to try new approaches  - Adopting a new textbook |  |