

Course:

Attribute:

Criteria	Proficient	Feedback
Quality of evidence	<ul style="list-style-type: none"><li>- Multiple measures are included (direct and indirect, these can be quantitative and/or qualitative)</li><li>-Reliable and valid evidence is collected for each outcome</li><li>- There is depth of evidence (multiple measures, direct/indirect)</li><li>-Clear description of assessment instrument or tool</li><li>- Clear alignment to program/course outcome</li></ul>	
Presence and nature of threshold	<ul style="list-style-type: none"><li>-Threshold is meaningful and aspirational (but reasonable)</li> <li>-A multi-stepped threshold is identified indicating both level of desired achievement and percentage of students to reach that level</li> <li>-Threshold is explained</li></ul>	
Quality of interpretation	<ul style="list-style-type: none"><li>- Interpretation is robust and meaningful, and tied to an action</li></ul>	
Quality of the described action	<ul style="list-style-type: none"><li>- 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'.</li></ul>	
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: <ul style="list-style-type: none"><li>- Incorporating new industry trends into a class</li><li>- Wanting to try new approaches</li><li>- Adopting a new textbook</li></ul>	