



## FEEDBACK & ASSESSMENT EVIDENCE EXAMPLES

SELF	STUDENT	PEERS/OTHER
<ul style="list-style-type: none"> <li>• Statement of philosophy of assessment</li> <li>• Course matrix of alignment of course objectives and assessments</li> <li>• Examples of course improvements that have been implemented related to the Feedback and Assessment domain</li> <li>• Examples of handouts, rubrics, etc. for assessment reviews and projects</li> <li>• Examples of multiple assessment choices</li> <li>• Examples of formative assessments and low-stakes assignments</li> <li>• Examples of course adjustments made based on formative assessment results</li> <li>• Examples of course adjustments made based on summative assessment results</li> <li>• Reflections and self-assessment based on feedback from assessment results</li> <li>• Examples of how content related to worldview issues is assessed</li> <li>• Assessments that show ethical principles and spiritual discernment in using technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Opinion Survey results</li> <li>• Examples of student assignments that have been assessed and includes feedback on the assignment</li> <li>• Examples of student choice on assessments</li> <li>• Examples of feedback on formative assessments and low-stakes assignments</li> <li>• Other student feedback related to feedback and assessment</li> <li>• Discipline licensing exam</li> <li>• Examples of student work that include opportunities for correction</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observation</li> <li>• Documentation in D2L of multiple assessment grades</li> <li>• Documentation in D2L of multiple low-stakes assessment grades early in the semester</li> <li>• Syllabi documenting alignment of course assessments with program and university outcomes</li> <li>• Additional self or student evidence</li> <li>• Syllabi documenting ethical use of technology and spiritual discernment</li> </ul>