Opening

How was your overall experience of the process, the rubric, the assessing and the report?

Potential Prompts:

- In what ways was it useful?
- In what ways was it not useful?
- Was it readable/clear?
- What are insights from the results for improving the course going forward?
- What are insights from the process for improving the course going forward?

Theme 1: Efficacy of institutional rubrics for assessing and demonstrating the degree of student achievement of ILOs in ILO-approved courses

How effective were ILO rubrics for understanding student achievement of the ILO? How about at the program- and institutional- level?

- In what ways was the rubric effective? In what ways was the rubric not effective?

Theme 2: Utility of process for informing curriculum and learning planning and practices to continuously improve student learning

How useful are the results that you/faculty received as part of the pilot project process for informing curriculum changes?

- How feasible is embedding institutional rubrics in ILO-approved courses? Prompt for perceptions related to their usefulness, meaning, integrity, and adaptability?
- What is the likelihood of colleagues/other faculty members adopting the institutional rubrics?
- What is the scalability of this process?
- What would help with sustainability? (ongoing community? Consistent interface?)
- Next steps and future considerations: What to keep doing? and What to try next?

Theme 3: Alignment with Principles for Learning Outcomes and Assessment

3.1. Equitable and Learner-centred

- How well did the process and rubric reflect (and represent) the diversity of student learning?
- Does the rubric privilege one or more ways of knowing?

3.2. Growth and Learning-oriented

- How to maintain a growth focus? How to maintain it feeling safe for faculty and focused on formative improvement for learning?

Hoessler, C. & Hoare, A. (2022). *Strategic assessment of institutional learning: Coordinator handbook.* https://sail.pressbooks.tru.ca/

- How to be transparent with students?

3.3. Purposeful and Holistic Design

- Did the rubrics feel like they reflected the ILO you were assessing?
- How well did the process and rubric reflect authentic assessments?
- How to handle teams-based learning going forward?

3.4. Ongoing Cyclical Improvement

- How credible did the rubric feel? How credible did the process feel? Any concerns about the process?
- How could the process be sustainable?
- Did the process feel clear, transparent and collegial?
- Are rubrics a viable approach?

3.5. Faculty-designed for Learning

- How well did the assessment approach reflect the work and knowledge of your/the discipline?
- How well did the assessment approach align with existing governance structures and faculty-led teaching and learning?
- What was it like having a colleague evaluate your students' work? Would it be the better/same/worse if you assessed the students? Why? Would the rubrics be relevant to grading? Or would it be best to keep separate?
- What would collegial reporting and sharing look like?

3.6. Reflexive Approach to Learning

- How useful is this process for intentionally reviewing and using assessment data to inform teaching and learning changes?
- How supportive is this process for continuous improvement through creative inquiry and curiosity?
- Are the results received as part of the pilot project process useful for informing curriculum changes?

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