

Faculty Questionnaire: Debrief Prompts

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

- Can ILO rubrics be used to better understand student achievement at the program- and institutional- level?
- Are the results that faculty received as part of the pilot project process useful for informing curriculum changes?

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

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

THEME 3: Alignment with Principles for Learning Outcomes and Assessment

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?

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?
- How to be transparent with students?

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?

4. Rigorous, Ongoing Cyclical Improvement

- How credible did the rubric feel? How credible did the process feel?
- Any concerns about the process?
 - Consent levels?

- How could the process be sustainable?
- Did the process feel clear, transparent and collegial?
- Are rubrics a viable approach?

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?

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?