



How to Plan

PLANNING EFFECTIVE
ASSESSMENTS &
FEEDBACK IN THE CORE



Dr. Allison Kinney-Walker, Dr. Sarah Rasby, Lori Spanbauer





Learning Objectives



1.

Apply principles of effective assessment and feedback to course activities.

2.

Develop or revise a course assessment using strategies introduced in the workshop.

Overview

- **Best Practices for effective & inclusive assessment**
 - Varied, accessible assessment methods that allow all students to demonstrate learning in different ways.
- **Providing Meaningful Feedback**
 - Offering timely, specific, and actionable feedback that supports growth and builds student confidence.

Assessment Best Practices

- 1. Alignment with objectives**
- 2. Diversify assessments**
- 3. Include low-stakes assessments**
- 4. Authentic assessment**
- 5. Scaffolding**
- 6. Clear Rubrics**

Assessment Examples

#1 Scaffolding Assignments

COR201 Social Issue Research Paper

- Social Issue Overview (Week 1)
- Social Issue Selection (Week 6)
- Social Issue Outline/Draft (Week 10)
- Peer Edit (Week 11)
- Faculty Feedback (Week 11)
- Social Issue Final Draft (Week 13)
- Faculty Feedback (Week 13)
- Revise and Resubmit (optional)

#2 Giving Students Choice

COR301 Civic Engagement Project

- Student choice in selected social issue
- Student choice in community selection
- Student choice in project format
- Student choice in project delivery

Other Tips!

- Google Docs RevisionHistory (Chrome Add-On)
- Authentic Assessments
- Diverse/Varied Assessments

Worktime & Sharing

1. **Review your key assessments in your course**
2. **Select one that you want to revise/rework**
3. **Ask yourself...**
 - a. **How could I scaffold this assessment?**
 - b. **How could I add “choice” in to this assessment?**
 - c. **How could I make the assessment more “authentic?”**
 - d. **How could make rubric more clear?**
 - e. **How many assessments do I have like this? Could I use a different method to assess this objective?**
 - i. **For example, if it’s a paper- could it be a video? podcast? narrated powerpoint? presentation? etc**

Feedback Best Practices

- 1. Make Feedback Timely (But Also Strategic)**
- 2. Be Specific, not Generic**
- 3. Focus on High-Impact Areas**
- 4. Focus on Growth, Not Just Evaluation**
- 5. Balance Affirmation and Challenge**
- 6. Close the Feedback Loop**



Feedback & Examples

#1 Make Feedback Timely & Strategic

- **Provide soon enough to matter for next assignment**
- **Prioritize key assignments (not everything)**
- **Consider whole class feedback**



Happy Friday, everyone,

I just skimmed your initial posts to Discussion #3. The overarching themes were pretty universal. Most of you agreed on these three themes about advocacy:

1. Advocacy Transforms Awareness into Policy Action

You collectively emphasized that advocacy is the driving force for turning public health issues into actionable policy. You repeatedly noted that advocacy bridges community experiences with legislative solutions, ensuring policies are informed by evidence and ethics rather than stigma or politics.

2. Relationships and Persistence Are Central to Change

Across posts, you highlighted Amanda McGill Johnson's message that meaningful advocacy depends on building relationships with local and state policymakers through meetings, emails, and public hearings. You recognized that lasting impact comes from persistence, professionalism, and consistent follow-up—advocacy is a process of showing up repeatedly and maintaining respectful engagement.

3. Nurses Have a Unique Ethical Duty and Influence

Many of you drew on Dr. Echo Koehler's "Advocacy for Social Issues" to affirm that advocacy is not optional for nurses—it's an ethical obligation grounded in the ANA Code of Ethics. You see yourselves as trusted, credible voices capable of using clinical experience and patient stories to influence public policy and promote dignity, equity, and access to care for vulnerable populations.

4. Advocacy Is a Skill Applied Across Diverse Health Issues

You applied advocacy principles to a broad range of public issues, demonstrating that the same core strategies apply across issues: educating the public, partnering with community organizations, sharing data and stories, and using respectful, evidence-based communication to influence lawmakers and improve health outcomes.

Feedback & Examples

#2 Be Specific, Not Generic

- **What they did well**
- **What to improve**
- **How to improve it**

Demographics

The paper identifies demographic disparities, noting that low-income, less-educated adults face a higher prevalence. You highlight higher obesity and diabetes rates among Hispanic and Native American adults in Nebraska. You also integrate national demographic trends, such as increases among young adults and women. Strong coverage of socioeconomic, racial, age, and gender disparities.

Include more Nebraska-specific breakdowns (e.g., state-level obesity/diabetes rates by race, gender, or county) to align fully with assignment requirements.

Causes

You identify multiple causes: poor diet, sedentary lifestyles, genetics, hypertension, high cholesterol, food deserts, rural transportation barriers, and systemic healthcare challenges. Excellent balance of individual-level and systemic factors, with Nebraska-specific details (e.g., rural food deserts, commuting distances).

Resources

The paper mentions PCMHs, ACOs, and preventive primary care models, showing their potential in Nebraska. Good explanation of healthcare-based resources that address metabolic syndrome. The resources you discuss are healthcare system models. The assignment instructions ask for 3–4 specific organizations, interest groups, laws, or services in the state/city/county. To fully meet the requirement, you would need to add examples such as:

Nebraska Department of Health and Human Services (DHHS) initiatives on obesity/diabetes prevention, Douglas County Health Department programs focused on nutrition and physical activity, Nebraska Extension programs providing community-based nutrition and wellness education, or local nonprofits (e.g., YMCA, Healthy Living programs) offering obesity prevention and management support. Also, consider researching any school-based obesity or activity programs.

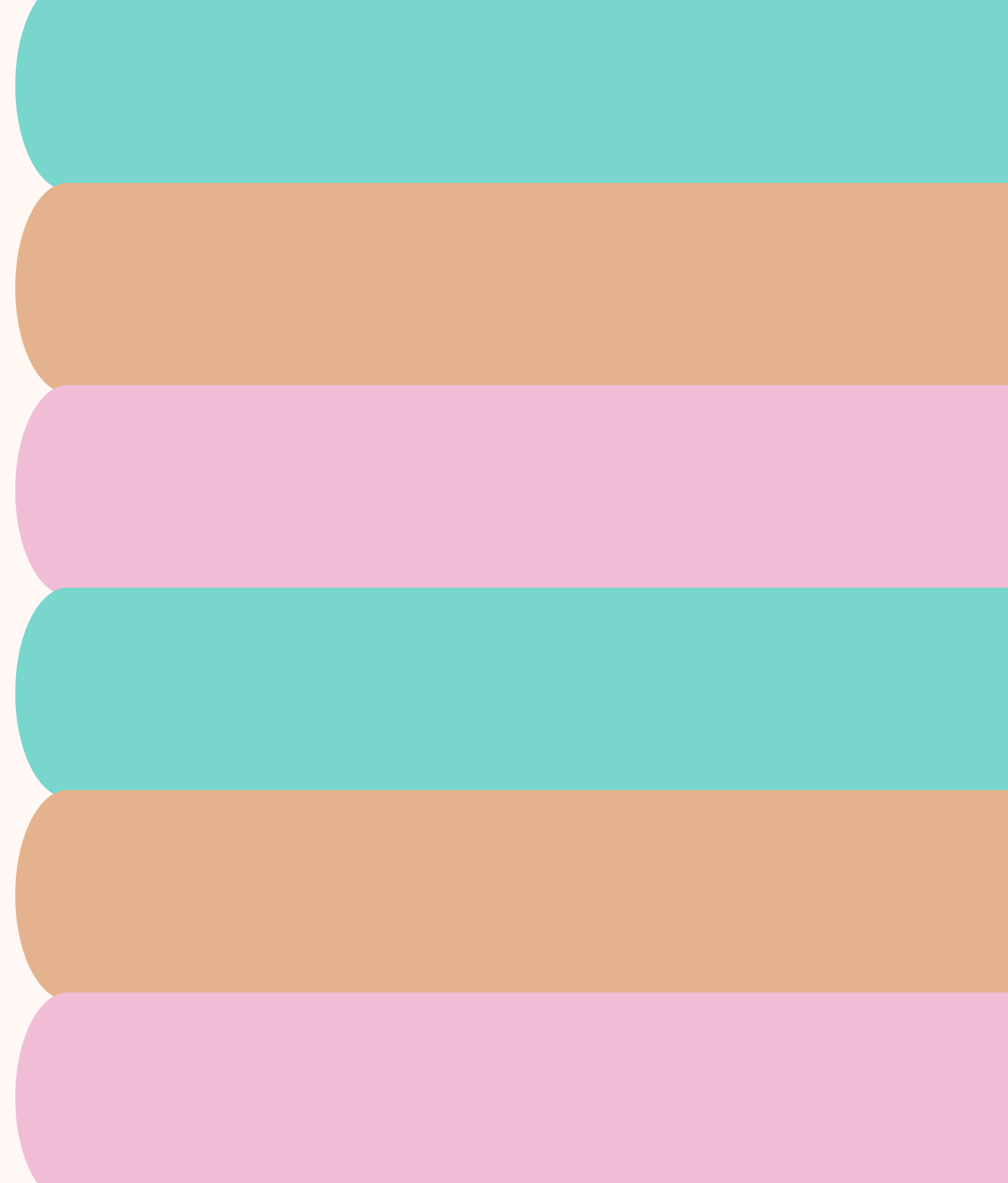
Worktime & Sharing

- 1. Where does your feedback tend to fall short (too vague, too much, too late, lack of focus on growth)?**
- 2. Which best practice would most improve your current feedback and why?**
- 3. Which specific assignment will you apply this to first?**
- 4. How specifically will you change the way you give feedback in that assignment?**
- 5. What obstacles do you anticipate in changing how you give feedback?**

To Wrap Up



What is one area of your assessment or feedback this workshop helped you rethink—and what is one specific change you will implement?



SURVEY





REFERENCES

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