

Dear QS,

To best understand this letter from the Assessment Committee, please review your Student Assessment Plan ([SAP](#)) and look over your last Annual Assessment Report (which can be found [here](#)). This letter refers to your 2021-2022 report which should share the evidence that you collected while following your SAP and discuss your plans to make evidence-based change in the future.

The rubric focuses on the presentation and use of evidence in assessment as well as collaboration in the process. Evidence of such collaboration and communication could include meeting details, the names of attendees, and the time and date of your meeting. This not only clarifies these details for outside audiences; it also helps preserve institutional/departmental memory.

In addition to the rubric below, the Assessment Committee had the following notes.

Thank you for your continued attention and dedication to the assessment process! The committee applauds your decision to work towards 100% participation from QS sections, but wondered whether a more concrete plan would be helpful in achieving this goal.

For your 22-23 annual assessment report, please refer to your [SAP](#). Your assessment cycle will give you your focus for your 2023 meeting, and your direct and indirect assessment instruments should be included as attachments to the plan. If you need to make updates to the assessment instruments (surveys, rubrics, etc) or modify your assessment cycle, please notify us and provide us with an updated SAP before scheduling your annual assessment meeting. If you would like to review your previous report, either as a reference to complete this year's reporting or to remember what this letter is referencing; you can find those [here](#). Your Annual Assessment Report is due to the Office of Assessment by **May 31, 2023**.

With best wishes for a productive assessment cycle!



Rubric for Assessment Meeting Report 2022			
	Meets/Exceeds Standards	Approaches Standards	Needs Attention
Evidence Presentation	All evidence from the SAP has been collected and is provided in the report. The evidence is presented in a way that makes sense to an outside audience.	Most evidence from the SAP has been collected and appears to be included in the report. The evidence is presented in a way that leaves an outside audience with some remaining questions	Evidence either bears no relation to the SAP or is not included in the report.
Use of Evidence	There is an explicit, well-reasoned connection between the assessment results and the proposed changes. If no changes are proposed, the evidence provided backs up this decision.	There appears to be an adequate connection between the assessment results and the proposed changes, but it is not explicitly explained. If no changes are proposed, the evidence provided raises some questions about this decision.	The connection between the assessment results and proposed changes are indiscernible. If no changes are proposed, the evidence provided does not support this decision.
Evidence of Collaboration and Communication	There is explicit and documented evidence of departmental discussions and faculty collaboration on assessment, proposing any changes, and report preparation. If the department learning goal is assessed in an individual course, discussions take place at the program level.	Evidence exists of either departmental discussions or faculty collaboration on most assessment activities. If the department learning goal is assessed in a course, discussions are mostly at the course level but do include participation by the full department.	There is insufficient evidence of departmental discussions or faculty collaboration on assessment activities. If the department learning goal is assessed in a course, no participation of the wider department is evident.