Rubric for Assessment Meeting Report 2023

	Meets/Exceeds Standards	Approaches Standards	Needs Attention	Selection
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.	A
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.	A
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.	A

Additional Notes: There is considerable discussion of the fact that many students take the Texas CPA exam. We recommend updating the SAP learning goal to include Texas alongside Arkansas and assessing Texas passing rates. The SAP doesn't have an assessment cycle for the learning goals - please be sure to add that. Generally speaking, pie charts can be a confusing visualization, so we recommend bar charts instead. Variance in "helpfulness of classes" is very large - can you clarify what you think might be causing this variance? Also, the meaning of the scale is not clear to an outside audience. Regarding analysis of data: this also feels unclear to an ouside audience. Regarding goals: it appears that some of your assessment work is done here in terms of students' goals, whereas "best practices" in assessment focus on assessing in terms of the program learning goals. This suggests as well that course-level direct and indirect assessment may be in order to better understand the dynamics of the program. Our recommendation for 23-24 assessment: follow the new DART closely as a guide for doing your assessment work and reach out to the ACoord/AComm as needed for assistance. Thank you!