

Rubric for Assessment Meeting Report 2023

Enter M, A, or N

	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.

Selection

A
N
A

Notes: The SAP timetable is confusing - sometimes the row label disagrees with the entry. It's not clear how the students at the close of their senior year would have a good idea of whether they have mastered the tools necessary to succeed in the future, given that the future hasn't happened yet. Consider reformulating the learning goal into something that students could meaningfully assess. Presumably we know what the "tools" happen to be - ask the students how proficient they are. (Question 4 on the Senior Survey seems pertinent here, although it isn't mentioned in the report.) The alumni outreach is commendable in light of the above issue, but it is unclear how representative the 8 respondents happen to be. The lack of assessment of ECON 110 is troubling. Even if the seniors can't be assessed, presumably those who took it in Fall 2022 could be assessed on other departmental courses they took in Spring 2023. A final concern is that three different majors have identical learning goals. This complicates the assessment of these majors as distinct entities. The collection of all indirect data annually is highly commendable.