

Rubric for Assessment Meeting Report 2023			
	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.

Enter M, A, or N

Selection
M
M
M

HESC was assessing their LG1- [a comprehensive, integrative understanding of the fundamental principles of health sciences] using the grades on the senior comprehensive exam (direct) and the senior exit survey (indirect). Overall both direct and indirect results were very positive and the dept. feels they are meeting LG1 well. However they noted quite low grades on the exam overall, suspecting unclear messaging to students about the importance of the exam. The plan is for the newly formed HESC Interdisciplinary Program to address the issue, but a specific plan is not mentioned in this report. The dept. also noted new information from the senior survey pointing to a need for a broader range of course offerings. The plan is for two new hires in BIOL/HESC and PSYCH and the HESC Interdisciplinary Program to alleviate the problem. All faculty except for Dr. McDonald who was on sabbatical were present and participated in the discussion.