

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
A
M

Notes:

Evidence Presentation - Dept states they followed their Student Assessment Plan (SAP) in using direct evidence (HIST 300 and HIST 480 Skills Evaluations) and indirect evidence (Senior Survey). The results make sense. (Only 5 students responded to the Senior Survey; how many senior majors did they have? Do they need a better response rate?)

Use of Evidence - Dept does not propose any changes. They recognized that lower-level courses engage more with primary sources. They discussed how assignments in other courses can facilitate building skills using both primary and secondary sources, but don't propose changing those assignments. Nor do they indicate why no changes are proposed.

Evidence of Collaboration and Communication - The report was created following department's Annual Assessment Meeting during which discussions on assessing the learning goal occurred.