

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

This year the PHIL dept. is assessing Learning Goal 4: Upon completion of the philosophy major, students will be able to express their ideas, arguments and reasoning orally and in written form. They rated the dept. very highly in this regard, but presented only indirect evidence. Simply stating the fact that several of their courses include written assignments and oral presentations, is not evidence of how effective they are and whether or not the students are achieving these learning goals. They also ranked their graduating seniors (presumably informally in a departmental discussion?) on how well they feel they achieved all 4 of the departmental learning goals. Again, there is no direct evidence here. Regarding LG4, no changes were proposed. INstead the discussion was on how to change the major to adjust for two lost faculty lines.