		Rubric for Assessment Meeting Report 2023		Enter M, A, or N

	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.	M
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.	M
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.	
				M

Notes:

Presentation: Evidence and learning goal are both clear in their goal and function in the broader context of the religion department. Appendixes include all pertinent data and are straightforward to understand. The retrieved data aren't as varied as they could be, but proposed changes would allow for more avenues of data collection. Direct statement that data will be collected from newly focused on courses and subsequently analyzed as part of similar reports in the future would be reassuring.

Use: While changes are needed to the current standards, the ones proposed in the report help to cover most, if not all, of the problematic areas, such as putting greater emphasis on how multiple different courses along the degree pathway work togther to teach students a particular learning goal. There is also a well reasoned proposal for changing the verbage of LG3. We applaud the review of progress on Learning Goal 1. This review from last year gives us confidence that the program faculty will follow through on their proposed improvements. We will look forward to seeing a discussion of those improvements in next year's report.

Collaboration and Communication: Multiple changes are proposed and have appropriate reasoning for their implementation both in why they status quo isn't up to par and how the implementation of the idea will result in direct positive changes. We again look forward to seeing discussion in next year's report detailing these changes.