

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
A
N
M

It appears that the SOAN department had a fruitful discussion about their learning goals that resulted in a reduction from 12 learning goals to 8. The motivation for this is that the VSL covered several of their goals. They took this as an opportunity to bring clarity to students. It also seems that this discussion involved Sociology representation in the way of the El Amoor (1st year of term position) and Axze (then, a future hire!).

It is not clear from this report that the department's assessment discussion in AY22-23 was informed by assessment data. In the future, their plan is to edit the SAP and change rubrics in their assessment work. This periodic rethinking of the assessment plan is healthy and good. It was not entirely clear, however, how that choice was informed by direct or indirect assessment. As the department revises their SAP, we recommend being clear about the assessment cycle and what forms of direct and indirect assessment will help them make decisions about their curriculum.