

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
A
M

The assessment of Learning Goal 7 is straightforward, and the use of evidence that the program is succeeding is persuasive. There are a couple of concerns. First, the Spanish program is not following their published assessment cycle, according to which Learning Goal 6 was to be assessed in 22-23, Learning Goal 5 in 23-24, and Learning Goal 7 in 24-25. The program faculty should adjust the assessment cycle in their Student Assessment Plan to reflect practice while ensuring that all Learning Goals are assessed in a reasonable time period. The second concern relates to the degree to which coursework is enabling the achievement of Learning Goal 7. There is plenty of evidence it is being achieved at the program level, but it would be worth determining the degree to which various courses are enabling this achievement. Given the small number of majors, it might suffice to list the upper-level SPAN courses each student took and relate that to their assessment results for the capstone.