

February 28, 2018

Dear Interdisciplinary Studies department,

As you will recall, your Departmental Assessment Report was guided by our need to prepare for the Higher Learning Commission's visit in March 2019. The Assessment Committee has had an opportunity to read and discuss your department's Assessment Meeting Report that you submitted last Spring.

We have attached a rubric that the Assessment Committee developed in order to give you a high-level view of your department's responses to the prompts. This is intended to assist you in developing future action. You should be aware that this cannot be an assessment of what you are doing but only an assessment of what you said on the form you submitted. In many cases, we are aware of initiatives that departments are undertaking that would fit into these categories, but if they were not referenced on the form we did not take them into account.

For your department in particular, we want to draw your attention to the good work you are doing in developing strong learning goals and a plan for assessment. We would like you to develop a clear and concise narrative highlighting this particular strength in preparation for the visit by the Higher Learning Commission. Each member of your department should be able to clearly articulate this in her or his own words and link it to evidence of student outcomes. A good narrative should include the evidence-based reason behind the change, a concise explanation of the change, and a plan for continual evaluation of the change in order to determine its efficacy.

In addition to highlighting areas where your department is excelling, we also need to demonstrate constant efforts towards improvement. The Assessment Committee felt that you could best devote your time in the next year to continuing to gather the data to allow you to see where students are and identify areas for improvement.

For your 2018 Assessment Report, we will ask you to provide us with your narrative of strength and an action plan for improvement by May 31st. For Fall Faculty Conference, we are planning multiple sessions to address evidence-based evaluation of student learning. In your action plan for improvement, you will explain your goals. Please also tell us what kinds of resources you think you will need in order to best reach those goals.

In the meantime, we welcome you to invite members of the Assessment Committee to come to one of your department meetings this Spring if you think that would be helpful. We also think that the best resource to help you develop this process now is time. Your department is clearly doing thoughtful work, and we encourage you to continue!

Thanks in advance,
Megan and Sasha

Rubric for Department Assessment Meeting Report			
Past decisions	Changes made were in response to evidence of student development	Changes were made using weak, anecdotal, or indirect evidence of student development	Changes were made with no reference to evidence of student development OR no changes were made
	<input checked="" type="checkbox"/> Meets/Exceeds Standards	<input type="checkbox"/> Approaches Standards	<input type="checkbox"/> Needs Attention
Looking forward	Area of focus is clearly defined and measurable	Area of focus is either unclear or cannot be measured	Area of focus is unclear and cannot be measured
	<input checked="" type="checkbox"/> Meets/Exceeds Standards	<input type="checkbox"/> Approaches Standards	<input type="checkbox"/> Needs Attention
	Evaluation Plan is evidence-based and evidence collected clearly speaks to area of focus and can be used in decision making	Evaluation plan is evidence-based but it is unclear how evidence collected can be used in decision making	Evaluation plan is not evidence based
Departmental Goals	Department has clear learning goals that reflect desired student outcomes	Learning goals are a work in progress	Department has no discernable learning goals
	<input checked="" type="checkbox"/> Meets/Exceeds Standards	<input type="checkbox"/> Approaches Standards	<input type="checkbox"/> Needs Attention
	Learning Goals are mapped to curriculum	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	Capstone plays clear role in achieving departmental learning goals	Relationship between capstone and department learning goals is not clearly articulated	Capstone has no obvious relationship to departmental learning goals
Capstone	Not Applicable		
	Departmental learning goals are evaluated through the capstone using direct and indirect evidence	Evaluation of departmental learning goals through capstone is a work in progress	Assessment of capstone experience is unrelated to departmental learning goals
	Not Applicable		
VSL	Departmental Learning Goals are mapped to the Vision for Student Learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No