

Dear BCMB Department,

After focusing on clarifying and strengthening your Student Assessment Plan ([SAP](#)), we asked you to provide us with your Annual Assessment Report (which can be found [here](#) – note that you may have to log in to see the files) that shares the evidence that you collected while following your SAP and discusses your plans to make evidence-based change in the future. We recognize that Spring 2020 was a challenging semester, and appreciate the work that you continued to do in the face of those challenges to help students learn!

As you can see from the rubric, the Assessment Committee found that your presentation of evidence could be clearer. It was challenging for an outside audience to understand how your data related to your learning goals, and the rubrics you use were not in your SAP. It seemed that your emphasis was more on the students' grades than their achievement of specific learning goals, or the connection between the rubric and those goals. For example, 56% of your students had an exemplary title and abstract, but you do not explain how that relates to the 3 learning goals.

In terms of your use of evidence, you have clear plans for improvement that make sense, including using Bloom's taxonomy and incorporating learning modules in lab sections. However, it is difficult for an outside audience to understand the link between your data and your plans for improvement, perhaps because we do not have full access to your rubrics.

We want to applaud your inclusion of meeting details, but it would be helpful to include the names of attendees. When we provided our template for these reports, we didn't realize how important that was, and you were one of few departments to give us information about the date and time of your meeting!

For your 20-21 annual assessment report, please refer to your [SAP](#). Your assessment cycle will give you your focus for your 2021 meeting, and your direct and indirect assessment instruments should be included as attachments to the plan. If you need to make updates to the assessment instruments (surveys, rubrics, etc) or modify your assessment cycle, please notify us and provide us with an updated SAP before scheduling your annual assessment meeting. If you would like to review your previous report, either as a reference to complete this year's reporting or to remember what this letter is referencing, you can find those [here](#). Your Annual Assessment Report is due to the Office of Assessment by **May 31, 2021**.

With best wishes for a productive assessment cycle!

Sasha and Megan



Rubric for Assessment Meeting Report 2020			
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.
	<input type="checkbox"/> Meets/Exceeds Standards	<input checked="" type="checkbox"/> Approaches Standards	<input type="checkbox"/> Needs Attention
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.
	<input checked="" type="checkbox"/> Meets/Exceeds Standards	<input type="checkbox"/> Approaches Standards	<input type="checkbox"/> Needs Attention
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.
	<input checked="" type="checkbox"/> Meets/Exceeds Standards	<input type="checkbox"/> Approaches Standards	<input type="checkbox"/> Needs Attention