Dear Chemistry 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 was excellent.

In terms of your use of evidence, although your report claims that the evidence suggests your students are successfully achieving the Learning Goals, you are still planning changes. Given that 33% of your students are achieving Learning Goal 3 at the Benchmark level, the change seems warranted to our committee, but your analysis of the data suggests that you don't need to make the change. It seems that there is a disconnect between what your report claims and what you are planning to do moving forward.

With regard to evidence of collaboration and communication, the assessment committee (belatedly) realized the importance of inclusion of meeting details in the reports, including the names of attendees and the time and date of your meeting. When we provided our template for these reports, we didn't realize how important that would be. While we know that you are using the Capstone rubric to remove discrepancies in grading, which clearly indicates collaboration, but we are not as clear about the participation of the full department in the assessment process as a whole. Please include these details in your upcoming report.

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

WARRIORS OF ASSESSMENT

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.
	☑ Meets/Exceeds Standards	☐ Approaches Standards	☐ 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.
	☑ Meets/Exceeds Standards	☐ Approaches Standards	☐ 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.
	☑ Meets/Exceeds Standards	☐ Approaches Standards	☐ Needs Attention