

Dear History 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 missing direct measures, though you provide the indirect data in a clear way. Given that you were unable to provide us with direct evidence this year, we encourage you to provide that data in an addendum to your 2020 report, or if it is more convenient, you could include an explanation of your 2020 direct data in your 2021 report.

In terms of your use of evidence, you are clearly making decisions based on indirect data, though it would be helpful to know whether the direct evidence also supported those decisions.

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. 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



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