Dear Philosophy Department Chair,

As you know from the Department Chairs Meeting on November 12, the Assessment Committee is asking all departments to revise their Student Assessment Plans so that we have greater consistency across departments. We need to do this for our report to the Higher Learning Commission in June 2020, so we are asking you to complete this process by **March 1**. In many cases, this will just involve reformatting what you already have. We have provided you with multiple templates and examples that can be used to complete this process here.

The Assessment Committee has reviewed your current Student Assessment Plan. We found that in many areas, your Plan needs attention. First, your student learning goals need to be revised in order to be more concise and focused on outcomes rather than process. For example, learning goal 3 could read "Upon completion of the Philosophy major, students will be able to read closely, analyze carefully, reason critically, evaluate responsibly, and think creatively." In addition, as you can see from this learning goal, it is multifaceted and may need to be divided into multiple separate goals. You do not currently have a Curriculum Mapping on file with Academic Affairs. We are happy with the progress you have made on developing a direct assessment rubric for your majors. While you have a senior survey, we would like to see more detail about which specific elements of your assessment tools relate to each learning goal. We want you to include the tools that you will use for direct and indirect assessment (i.e. specific student survey questions and specific references to learning goals on rubrics) in your SAP. Finally, you do not currently have a Cycle of assessment. Please use the template provided in the materials to indicate which goals will be assessed in what years, and using what methods.

Since we are asking for a number of significant changes to your SAP, we would be happy to come to meet with your department or look over a draft of your assessment plan before the deadline.

SAP: Learning Goals	Department has clear learning goals with outcomes consistently stated in measurable and observable terms.	Learning goals are present, but only some are stated in measurable and observable terms.	Learning goals are stated but none are written in measurable and observable terms or plan offers no student learning goals.
	☐ Meets/Exceeds Standards	☑ Approaches Standards	☐ Needs Attention
SAP: Curriculum Mapping	It is easy to determine which courses complete each skill and at what level.	It takes some effort to determine which courses complete each skill and/or at what level.	It is unclear which courses complete each skill, or no curriculum map was provided.
	☐ Meets/Exceeds Standards	☐ Approaches Standards	☑ Needs Attention
SAP: Indirect, Direct, Cycle	Assessment plan includes at least one indirect measure clearly connected to each learning goal. It is clear how these measures will be used to determine student learning.	Assessment plan includes indirect measures that are connected to some, but not all learning goals. It is not always clear how these measures will be used to determine student learning.	Assessment plan includes no indirect measures of student learning.
	☐ Meets/Exceeds Standards	☐ Approaches Standards	☑ Needs Attention
	Assessment plan includes at least one direct measure clearly connected to each learning goal. It is clear how these measures will be used to determine student learning.	Assessment plan includes direct measures that are connected to some, but not all learning goals. It is not always clear how these measures will be used to determine student learning.	Assessment plan includes no direct measures of student learning.
	☐ Meets/Exceeds Standards	☑ Approaches Standards	☐ Needs Attention
	Assessment plan provides a clear cycle of goals to be assessed each year, and indicates when all goals will be assessed.	Assessment plan provides a cycle of goals to be assessed each year, but not all goals are represented.	Assessment plan provides no cycle of goals to be assessed each year.
	☐ Meets/Exceeds Standards	☐ Approaches Standards	☑ Needs Attention