

Dear Languages Department,

The Assessment Committee is asking all components of the Collegiate Center to revise their Student Assessment Plans so that we have greater consistency across the college. 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 May 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. The plan that is currently on file needs to be updated. We know that you have been working on revising your learning goals, and encourage you to complete that process as soon as possible. We found that your student assessment plan includes indirect measures and you are working on developing direct measures, but both need to be clearly brought into line with the revised learning goals. Finally, we would like your Cycle of assessment to follow the new format. Please use the template provided in the materials to indicate which goals will be assessed in what years, and using what methods.

Rubric for Collegiate Center Assessment Meeting Report 2019			
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.
	<input type="checkbox"/> Meets/Exceeds Standards	<input type="checkbox"/> Approaches Standards	<input checked="" type="checkbox"/> 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.
	<input type="checkbox"/> Meets/Exceeds Standards	<input checked="" type="checkbox"/> Approaches Standards	<input type="checkbox"/> 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.
	<input type="checkbox"/> Meets/Exceeds Standards	<input type="checkbox"/> Approaches Standards	<input checked="" type="checkbox"/> 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.
	<input type="checkbox"/> Meets/Exceeds Standards	<input type="checkbox"/> Approaches Standards	<input checked="" type="checkbox"/> Needs Attention