

Dear TEC Working Group,

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. While we find that your learning goals and assessment tools meet or exceed our standards, we would like your Plan and your Cycle of assessment to follow the new format. Please use the templates provided in the materials. For the cycle, 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 checked="" type="checkbox"/> Meets/Exceeds Standards | <input type="checkbox"/> Approaches Standards | <input 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 checked="" type="checkbox"/> Meets/Exceeds Standards | <input 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 checked="" type="checkbox"/> Meets/Exceeds Standards | <input type="checkbox"/> Approaches Standards | <input 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 |