Dear Neuroscience Program 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 all areas, your Plan approaches or meets our standards. However, we would like to ask you to use the templates provided in the materials to bring your plan into alignment with our campus standards.

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