The Basic Steps for Assessment

1. Articulate goals for student learning. In the case of GE assessment, these are the Expected Learning Outcomes (ELOs). Determine how the course meets the ELOs as follows (e.g. through the course objectives, readings, topics, assignments, etc.).
2. Develop a method for measuring student achievement of the ELOs. This should be distinct from measuring other course goals. Student achievement of the ELOs needs to be differentiated from student achievement in the course at large. Set expectations for how students should perform.
	1. Direct method (required): a method that directly evaluates student work related to the expected learning outcomes such as an exam, assignment, portfolio evaluation, or a performance. Rubrics are required for evaluating direct methods.
	2. Indirect method (not required but can be a useful barometer of student achievement and experience): assess opinions or thoughts about student knowledge, skills, learning experiences, etc. Indirect methods include student surveys, focus groups, student self-evaluations, etc.
3. Gather the evidence for how students are performing using direct methods and the optional indirect methods.
4. Determine if students met the expected level of achievement and use the information for improvement. Departments may ask some of the following questions to determine how the department may improve the course.
	1. Did students meet expectations?
	2. Were there common mistakes that students made?
	3. If the achievement was higher than expected, are there ways to raise standards?