**How You Develop an Assessment Plan for UMBC General Education Courses**

Assignments (papers, presentations, projects, exams) are the tasks that allow students to demonstrate their learning, ***but the process of assessment is how you evaluate those assignments to determine how well students have achieved your goals for their learning***. Do you, for example, use a rubric to analyze student performance on written work or oral presentations? Do you track their performance on certain questions that require critical or analytical or quantitative reasoning? Overall grades tell us that students learned something, but they don’t tell us what. To improve learning, we need to know specifically what students still struggle with and what they understand. To do that we need to examine our students’ work for examples of the kind of learning we want from them. That’s assessment.

The grid below is an easy way to capture how you plan to determine how well students have achieved course goals related to the functional competencies your course addresses.

*Chart for Planning Assessment UMBC General Education Courses*

|  |  |  |
| --- | --- | --- |
|  | Functional Competency #1 | Other Competencies🡪 |
| Which of your course goals express the functional competency(ies) (FC) addressed in your course? |  |  |
| How do you *evaluate student work* to determine how well students have achieved the FC? |  |  |

UMBC Functional Competencies are:

1. Oral and Written Communication
2. Scientific and Quantitative Reasoning
3. Critical Analysis and Reasoning
4. Technological competency
5. Information literacy