A VERY SIMPLE MODEL FOR OUTCOMES ASSESSMENT IN AN INDIVIDUAL COURSE
(meant as no more than an illustration or a talking point; some departments might elect also to develop assessment procedures for their programs as a whole)
Before the beginning of the course, articulate a small number of clear objectives for what students will learn in the course. For example, if I were teaching a junior level course in quantum mechanics, those objective might be:

- For the student to advance in the mathematical techniques used for solving wave equations.
- For the student to understand wave functions as three-dimensional entities which have a complex amplitude at each point in space.
- For the student to understand in detail the quantum states of the hydrogen atom.
- For the student to understand the inherently statistical nature of quantum information.
- For the student to understand that some intuitive aspects of classical reality are not tenable in the quantum regime.

(Note that I am not too worried about whether my course objectives would necessarily be understandable to a Middle States reviewer, as long as they are my objectives and I could at least convince another physicist that they are appropriate.)

Keep these objectives in mind while formulating the syllabus and teaching the course, as you normally would.

At the end of the course, go through the list of students, and for each, on the basis your recollection of the work they produced during the semester, determine whether or not each of the goals was accomplished. This could be a simple as assigning a No or a Yes for each student for each goal, or perhaps you’d want a Sort Of category as well. Then tabulate the results, leaving the names of the students off the list, study them carefully and either congratulate yourself for a job well done, or consider, if all the goals were not fully accomplished, how you might change your instructional methods next time you teach the course. Report in simple terms to your Chair.