Below is a list of possible data sources that could be collected and analyzed to assess Educational Goals. This is a list of options and intended to be a resource. It isn't expected that units use all of these, but rather select those that make the most sense for them.

Assessment of Educational Goals should contain direct and indirect measures of student learning. Direct measures are examples of student work that demonstrate their attainment of an educational goal. These are normally taken from student assignments, ranging from scores on particular exam questions that align with an educational goal, projects, capstones, and portfolios. Indirect measures are other indicators that students attained an educational goal, that can come from alumni perceptions, faculty perspectives, reports from co-op advisors or preceptors.

	An analysis that maps where and how educational goals are taught and assessed in a program's curriculum. Shows sequence of learning in a program, identifying gaps and unhelpful overlaps.	Recommend that units focus mapping efforts on key courses Methods of mapping may include: Level of attainment of Ed Goal in a course (Introduce, Develop, Proficient); Instructional strategies; particular assessments that are aligned with an Ed Goal. Mapping typically results in a table that shows, at a glance, which EGs are addressed in which courses.
	Analyze peer institutions' learning outcomes to identify what differentiates your program, and to see different institutions' approaches to teaching in a discipline.	
	Provides broad expectations for graduates in a discipline and/or recommendations for areas or core concepts that should be addressed in a curriculum.	These have not been developed for all disciplines Two examples are: Computing Science: Computer Science Curricula 2013 (ACM & IEEE) Biology: Vision and Change in Undergraduate Biology Education (AAAS)

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