

Course Assessment Report Template (Revised for Fall 2026)

Part 1: General Information

Your Name:

Your Role:

Course Designation:

Course Title:

Today's Date:

Part 2: CLO/PLO Mapping and Alignment

Does this course align with **program learning outcomes**? If so, which one(s)? Please identify the program and the PLOs that align. If you are not sure, you should look at the **curriculum map** or **micro-map**. You can get this from your department head, program coordinator, or the Office of Assessment and Evaluation.

If the course **does not align** with program learning outcomes, is it a general education, developmental education, or first-year experience course? Find a list of general education courses [here](#).

Part 3: Course Learning Outcome(s) and Methods of Assessment

Please identify the CLO(s) for which you collected data and, **for each CLO**, describe **1)** the semester(s) and year(s) of data collection, and **2)** the methods used to assess the CLO and whether they are direct or indirect. You may need to copy and paste additional CLOs.

CLO #1:

1. Semester/year:
2. Method(s) used to assess:
3. ☐ Direct ☐ Indirect

CLO #2:

1. Semester/year:
2. Method(s) used to assess:
3. ☐ Direct ☐ Indirect

Part 4: Assessment Data Source(s) and Documentation

A. Please identify the **source** of the CLO data that you are currently assessing:

- ☐ Canvas/Insights
- ☐ Excel Spreadsheet
- ☐ Other: _____

B. Please provide **documentation** (evidence) of the data source in one of these formats:

- Link
- Excel file
- Word file
- PDF
- JPEG or GIF

Part 5: Results of Data Analysis and Documentation

A. For **each CLO assessed**, please describe the results of data analysis. The questions below may assist you in analyzing your data:

- When you look at your CLO assessment data, what **successes** or **improvements** did you see?
 - Did 80% of students or more achieve proficiency in the CLO?
 - Was proficiency consistent across more than one semester of data?
 - Did you see proficiency **rise** over the course of more than one semester? What do you think might account for this?
 - Are you looking for results tied to an action plan from an earlier semester or year? **Please see Part 7.**
- When you looked at your CLO assessment data, what **gaps** or **areas in need of improvement** did you see?
 - Did less than 80% of students achieve proficiency in the identified CLOs? How wide was the gap?
 - Did you see proficiency **decline** over the course of more than one semester? What do you think might account for this?
 - If this CLO is aligned with a particular assignment or subject matter, have students traditionally found it difficult, in your experience? What helps students succeed in this area?
 - Did you see a significant proportion of student work that was **near proficiency**? What types of interventions might work well with students who almost achieved the outcome?

- What proportion of students **did not submit** the assignment at all? Is this a pattern that persists across semesters?
- If **there were no gaps** because **more than 80%** of students were proficient in this CLO, have you considered **reevaluating** the CLO in response to current trends, technological advancements, or employment opportunities?

Analysis of CLO #1 assessment results:

Analysis of CLO #2 assessment results:

Cut and paste additional CLO analysis as needed

B. Please describe the **context** in which your program or department analyzed the data (e.g., department meeting, advisory committee meeting, etc.), the date(s) on which the analysis occurred, and the participants.

Context of data analysis:

Date(s):

Participants:

Part 6: Data Driving/Action Plan

“Data driving” means that after you have collected data and analyzed it to discover gaps (and successes), you determine what **action(s)** to take to close the gaps or sustain your successes.

Please note: Not every CLO needs an action plan; however, action plans are an important part of continuous improvement, so **one action plan per year is a good minimum**. Here are a few examples:

You might drive your data into **new teaching strategies**, such as

- Creating more opportunities for hands-on learning
- Updating or reordering course topics
- Creating a capstone project
- Including more guided collaborative work
- Providing more scaffolding of assignments
- Improving the transparency course materials, e.g., rubrics and criteria for success
- Demonstrating real-world applications of the course material and tying them to students’ career aspirations
- Providing more opportunities for students to connect course material with their lived experiences

You might drive your data into **curriculum changes**, such as

- Updating or realigning course learning outcomes
- Revising the CLO in response to current trends, technological advancements, or employment opportunities
- Changing the order in which the course appears in a program sequence
- Developing a new course
- Updating the curriculum map or micro-map

You might drive your data into **professional development**:

- FCTL teaching and learning workshops and institutes
- Anti-racist and anti-oppression training
- Attending professional conferences and sharing the latest ideas and techniques
- Actively hiring for greater diversity in proportion to the student population

You may drive your data into more **collaboration** with other areas of the College, such as

- Working with Educational Support Services (Academic Advising, Center on Disability, Learning Lab, etc.)
- Learning more about and connect students with Student Support at the College (Single Stop, Center for Male Engagement, English Language Learners Student Services, I AM MORE Reentry Program, Office of Collegiate Recovery, etc.)
- Working with another department or unit that helps students with foundational learning and general education skills related to this CLO, e.g., Foundational Mathematics, Developmental English, College Writing, Social Sciences, Chemistry

Part 7: Closing the Loop

This section is about tracking the results of CLO assessment **AFTER** you have **implemented** action plans from **a previous year or semester**. Depending on that action plan, you may be looking at only one or two CLOs that needed improvement. This section can be in the form of a **narrative** as long as you include some specific elements:

For **clarity**, please document:

- The semester and year/source of the action plan (e.g., Fall 2025 or 2025-26 Annual PLO Assessment Report)
 - The CLO(s) assessment results that you hoped improve and why
 - When you implemented the action plan
 - When you reassessed the CLO
- **Example:** “In Fall 2024, Spring 2025, and Fall 2025, proficiency in CLO #4 was under the 80% benchmark (76%, 70%, and 78%, respectively). Upon analysis, the program found that students did not get enough hands-on experience in the course to be proficient at CLO #4. Starting in Spring

2026, we included an additional hands-on element in the course, and we assessed CLO #4 again. In Spring 2026, 81% of students demonstrated proficiency in CLO #4. We will continue to track students' proficiency in this CLO to determine if additional hands-on instruction is needed"

Part 8: Resources

Please list and describe any resources, including people, technology, or funds that will assist in your continuous improvement plans: