Part 1: General Information

Your Name:
Your Role:
Course Designation:
Course Title:
Today's Date:

Part 2: CLO/PLO Mapping

Please provide the **curriculum map** and, if applicable, **micro-map** demonstrating how this course aligns with program learning outcomes for assessment.

If the course does not align with program learning outcomes, please indicate how the course fits into the curriculum (e.g., general education course, developmental education course, first-year experience course).

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.

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 assessing:
   ☐ AEFIS
   ☐ Excel Spreadsheet
   ☐ Other: _____

B. Please provide **documentation** of the data source in one of these formats:
   - Word file
   - PDF
   - JPEG or GIF
   - Link

Part 5: Results of Data Analysis and Documentation

A. For **each CLO**, please describe the results of data analysis.
- When you looked 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?
  - Were you looking for results tied to a particular improvement strategy? **Please see Part 6.**
    - 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?

        Analysis of CLO #1 assessment results:
        Analysis of CLO #2 assessment results:

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

"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. 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
- o Updating or realigning course learning outcomes
- o Changing the order in which the course appears in a program sequence
- o Developing a new course
- o Updating the curriculum map or micro-map

You might drive your data into **professional development**:
- o FCTL teaching and learning workshops and institutes
- o Anti-racist and anti-oppression training
- o Attending professional conferences and sharing new ideas and techniques
- o 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
- o Working with Educational Support Services (Academic Advising, Center on Disability, Learning Lab, etc.)
- o 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.)
- o Working with another department or unit that helps students with foundational learning and general education skills related to this CLO, e.g., Foundational Mathematics, English, Social Sciences, Chemistry

For **each CLO**, please describe **1)** any data-driven improvement **actions you have already** taken, **2)** the outcome of those improvement actions, AND/OR **3)** how you plan to drive the data for continuous improvement.

CLO #1
1) Data-driven improvement actions you have already taken:
2) Outcome:
   AND/OR
3) Data-driven action plans:

CLO #2:
1) Data-driven improvement actions you have already taken:
2) Outcome:
   AND/OR
3) Data-driven action plans:

Part 7: Resources
Please list and describe any resources, including people, technology, or funds that will assist in your plans to drive the data: