**Faculty Course Assessment Report (template)**

**Course number, name, section**

**Term and in-class/online designation**

*(Things in italics are instructions – not to be part of final FCAR)*

**Faculty Name:**

**Student Learning Outcomes** *(a rule of thumb is to have from 3-5 student learning outcomes- SLOs)*

At the end of the course students will be able to:

1.

2.

3.

4.

Etc.

**Types of Assessments Used:** *(T stands for test, Q for test questions, L/P for labs/projects, D for discussions, F for final, etc. – you will use this shorthand in your assessment results matrix)*

1. xx major tests (T1, T2, T3, etc)

2. questions from tests (T1Q1, T1Q5, T1Q10, T2Q3, T2Q9, etc.)

 (*These questions from your tests are those that specifically relate to a particular student learning outcome. Only choose 2-4 test questions to assess from each test.)*

3. xx labs/projects (L1 (or P1), L2, L3, etc.)

 (*Labs and projects do not have to be granular like your test questions – the lab/project as a whole can serve as an assessment for a particular student learning outcome(s).)*

4. xx discussions (if used; D1, D2, D3, etc.)

5. Final Exam questions (if used, FQ7, FQ10, FQ17)

 (*You will choose particular questions from your final to assess. These questions can be for all student learning outcomes, or just some of them. Again, only choose 1-2 test questions per student learning outcome.)*

6. xx *other assessments as you choose*

**Performance Criteria Level:** Students will attain 75% for all assessments used to evaluate the attainment of the learning outcomes. *(Either individual, or departmental performance criteria levels should be used here. It is better to have the department faculty choose the same performance criteria level for all courses – undergraduate at one level, and graduate at another level – such as 75% or undergraduate, and 83% for graduate, as an example.)*

**Number of Students in the Course (after withdrawal date):** xx

**Assessment Data Matrix:** *(SLO – student learning outcome, T1, T2, L1/P1, Q3T1, etc. from assessment types used) – you will be putting down the averages of ALL students in the class (not individual students). You will be “mapping” your assessments used to support achievement of each student learning outcome.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SLO** | **T1Q3** | **T1Q9** | **T2Q6** | **T3Q8** | **L1** | **L2** | **L3** | **FQ5** | **FQ10** | **D1** | **D2** |
| 1 | 81% |  |  |  | 79% |  |  |  |  |  |  |
| 2 |  | 79% |  |  |  | 78% |  | 83% |  | 90% |  |
| 3 |  |  | 72% |  |  | 78% |  |  |  |  | 95% |
| 4 |  |  |  | 70% |  |  | 90% |  | 88% |  |  |

**Analysis of Assessment Results and Planned Improvements Based On Analysis:**

The students met or exceeded the performance level criteria on all assessments except for T2Q6 and Q8T3. I will examine both of these test questions to a) see if the question was clear and not ambiguous, and 2) look at the content material that addresses these two test questions to be sure that I am covering the material as needed to meet the student learning outcomes. The improvements will be made prior to teaching the course again. *(Suggested improvements are your own ideas to improve based upon your analysis of meeting the performance criteria level.)*

*(You can also add other types of improvements considered – such as looking for a new textbook, just developing and/or improving labs, projects, etc.)*

**Improvements from Prior Term Brought Forward:**

The last time I taught the course, the 2nd lab did not meet the performance criterion level. I examined that lab and found that the instructions were vague. I updated the instructions for the lab, and this time the students met or exceeded the performance criterion level. *(If this is the first time teaching this course, or, you made no improvements from the last time you taught this course, just say that here.)*

**Course Grade Distribution – based on xx students in the course:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **F** | **W** | **I** |
| 8 – 23% | 9 – 26% | 10 – 29% | 4 – 11% | 2 - 6% | 2 - 6% | 0 |