


## How to do a Course Memo – Informal Assessment and Reflection

For courses that are not scheduled to conduct formal assessment of CLOs, or where there is not another administrative or pedagogical reason for CLO assessment, faculty are strongly encouraged to file a Course Memo. The course memo is not a formal assessment of learning outcomes, but a reflection of practice, a holistic assessment of student learning and engagement, and recommendations with respect to a range of matters including content, teaching and delivery methods, role in the curriculum, and so on. There is no specific length to a course memo, but it should be thoughtful and useful for both the instructor and the program faculty.

The course memo should be formatted as follows and may include any of the following sections:

FLORIDA POLYTECHNIC  
UNIVERSITY

**To:** Department of \_\_\_\_\_.  
**Fr:** Instructor Name  
**DT:** 05/04/2018  
**RE:** Course Memo: HUM 2022 – Special Topics in the Humanities

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The following sections may be included in a typical course memo. Other sections/contents as determined by the Instructor may be added as needed. These are suggestions.

**Course Facts**  
--Beginning and end enrollment; final grade distribution; and so on. (This should be limited to facts available to the instructor and does not require special data request of the Registrar's office or Institutional Research.  
--Discussion of course description/objectives and, to some extent outcomes (though likely less authoritative than if actually assessed), credit hours, and other facts associated with the course that may be worth note to the department's curriculum committee or future instructors.

**Student Learning**  
--A discussion of the student's level of preparation for the course; challenges faced; any "leveling" that was needed whether anticipated or not (i.e. efficacy of pre-requisites); student progress throughout the term; final sense of student achievement; specifically speak to whether the students have achieved a level of mastery sufficient to proceed to the next level.

**Teaching Methods**  
--A discussion of materials, their value and effectiveness including student use of them. Different methods of delivery, i.e. active learning approaches, technology used, and so on. Should include consideration of both the rationale for these decisions and the perceived or known impact on student learning. Should be an objective, honest assessment of methodology to be of value.

**Equipment/Resources**  
--A consideration of equipment or learning resources used or needed. Classroom space/arrangement, or other things that had a material impact on the course in some way.

**Environment & Other Impacts**  
--A discussion of the class environment or dynamic and what might have accounted for it. Also, other external factors that may have influenced the delivery and learning experience for students. Examples include scheduling, recent changes to curriculum, relationship to common sections, campus-wide or co-curricular activities that were brought into the course, use of student teaching assistants, and so on.