

6/1/15

Learning Data Analysis Worksheet

Using data to improve teaching and learning

CAMPUS: <i>Modesto</i>	COURSE(S): <i>MTH 121</i>	DATE RANGE: <i>6/1/15 - 7/2/15</i>
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Describe the evidence: What data was used? What is the current status?	<i>CLO percent mastery data from Common Mastery Assessments. Course is complete</i>
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Student Learning Gaps or Technical Issues? Can these results be attributed to technical or instructor error? If so, connect with appropriate tech support and/or provide instructor training and move on to another course.	<i>NO Issues/Gaps.</i>
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Initial Observation: What do you see? Does anything stand out? <i>No judgments or conclusions, just observation</i>	<i>4 of 6 CLOs at 90% or higher. 2 CLOs at 65%.</i>
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Analysis: How does the data compare to other data? (grades, attendance, course completion, census, etc.) Are these observations and analyses trends or anomalies?	<i>Course completion: 100% Attendance: 95% Grades: 12 A's, 5 B's, 3 C's These are trends. When the students have high attendance their mastery level and grades are high.</i>
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Draw Conclusions: Can these results be attributed to gaps in teaching and learning? Can the results be attributed to timing, measurement tools, thresholds, etc.? What can be done to help students who struggle with meeting learning outcomes? What can be done differently in the future to improve student learning? Formulate actions steps below.	<i>CLOs 3+5 at 65%. Could be due to structure of the class/pace of the sections.</i>
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Classroom and/or Campus Action step(s) to improve student learning (No more than 2 per course) (Specific, Measurable, Achievable, Relevant, Time-limited)
<ul style="list-style-type: none"> <i>For the July 6th module, in order to improve mastery level on CLO 5, Instructor will modify the sections from Chp 3 taught.</i> <i>For the August 10th module, in order to improve mastery level on CLO's 3+5, instructor will test</i>