Learning Data Analysis Worksheet

Using CLO data to improve teaching and learning

- At least **twice per year** use this form as documented evidence of learning outcome data analysis on the campus/program level
- Use in department and/or faculty meetings in conversation about student learning
- Use at least 3 modules/terms of data to identify trends
- Establish department and/or campus practices to improve learning based on the analysis
- Forward form to Academic Dean

CAMPUS: Ontario PROGRAM: SOC 1 DATE RANGE: 1-24-14 – 8.18.14

Initial Observation: What do we see? Does anything stand out right away? *No judgments or conclusions, just observation*	Students struggle in the different Theories.
Target Achievement: Which CLOs are students meeting at 80%? Which CLOs are students not meeting at 80%? **Source of Data:** Were the assessments an appropriate measure to use? Why/ Why not? What percentage of the assessments would we say were authentic?	There are no CLOs that are being met at 80%. Linking issues so data can be collected. ~~[illegible]~~ The assessments are appropriate because it is general knowledge of sociology. The questions are connected the CLOs and content taught in course.
Comparison: How do the CLO results compare to course grades? If students pass the course without CLO success, what are the factors that cause it? Are these observations and analyses *trends* or *anomalies*?	Students are showing better grades because of linking issues so data isn't being collected. Also, there are so many assignments used in courses to collect data that is not being shown. They are anomalies because all data is not being collected.
Draw Conclusions: What can we do to help students who struggle with meeting learning outcomes? What can we do differently in the future to improve student learning?	We assign other materials to help with mastery. We can concentrate more on the theories. Utilize multiple intelligence in teaching.

Action step to improve student learning will be...
(Specific, Measurable, Achievable, Relevant, Time-limited)

Math 121 Lina, Pam, Gelina

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CAMPUS:	PROGRAM:	DATE RANGE:

Initial Observation: What do we see? Does anything stand out right away? *No judgments or conclusions, just observation*	We think we need to look at CLO 3, CLO5, CLO 6 - linking issues
Target Achievement: Which CLOs are students meeting at 80%? Which CLOs are students not meeting at 80%? **Source of Data:** Were the assessments an appropriate measure to use? Why/ Why not? What percentage of the assessments would we say were authentic?	CLO 1 CLO 2, 3, 4, 5 Assessments were appropriate but we think timing is wrapping. Too much info in between assessments.
Comparison: How do the CLO results compare to course grades? If students pass the course without CLO success, what are the factors that cause it? Are these observations and analyses *trends or anomalies?*	We think the mastery Questions skew results. Ex: You can only miss one question for CLO 1 and you have failed mastery. → They were observed Campus wide
Draw Conclusions: What can we do to help students who struggle with meeting learning outcomes? What can we do differently in the future to improve student learning?	We are going to create mastery Quizzes to assess smaller amounts of information

Action step to improve student learning will be...
(Specific, Measurable, Achievable, Relevant, Time-limited)

Within 3 modules the math team will create 3 mastery Quizzes to focus on the low performing Classroom Learning Objectives (CLO's)

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CAMPUS: ONTARIO PROGRAM: AT DATE RANGE: 1-14-14 - 8-18-14

Initial Observation: What do we see? Does anything stand out right away? *No judgments or conclusions, just observation*	ONLY ~~ACHIEVED~~ MASTERY ON CLO 2
Target Achievement: Which CLOs are students meeting at 80%? Which CLOs are students not meeting at 80%?	CLO 2 = 80% CLO 1, 3, 4, AND 5 < 80%
Source of Data: Were the assessments an appropriate measure to use? Why/ Why not? What percentage of the assessments would we say were authentic?	THE ~~ASSESMENT~~ WERE APPROPIATE TO MEASURE. HOWEVER THE FORMAT DID NOT EMULATE NATIONAL TESTING STANDARD, 100% WERE AUTHENTIC TO THE SPIRIT OF THE CLO BUT DID LITTLE TO SHOW "MASTERY"
Comparison: How do the CLO results compare to course grades? If students pass the course without CLO success, what are the factors that cause it? Are these observations and analyses *trends or anomalies*?	STUDENT COULD SUCCESSFULLY PASS SECTIONS OF THE COURSE DESIGNED AROUND LABS AND PRACTICE BUT TEST POORLY. BASED ON OLD CLOS THE DATA IS CONSISTENT. WITH NEW ~~QUESTIONS~~ + DATA WE WILL RE-ASSESS SCORES ON CLO.
Draw Conclusions: What can we do to help students who struggle with meeting learning outcomes? What can we do differently in the future to improve student learning?	We can develop study goals for students that struggle with meeting learning outcomes and assess them on a daily basis with on time assignments.

Action step to improve student learning will be...
(Specific, Measurable, Achievable, Relevant, Time-limited)

~~Program~~ Goal is to get students to study prior and after presentation of the lesson. We are trying to increase information based performance for the required CLO's.