



# 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:	PROGRAM:	DATE RANGE:
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<p><b>Initial Observation:</b>          What do we see? Does anything stand out right away?  <i>No judgments or conclusions, just observation</i></p>	
<p><b>Target Achievement:</b>          Which CLOs are students meeting at 80%?          Which CLOs are students not meeting at 80%?</p> <p><b>Source of Data:</b>          Were the assessments an appropriate measure to use? Why/ Why not? What percentage of the assessments would we say were authentic?</p> <p><b>Comparison:</b>          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 <i>trends</i> or <i>anomalies</i>?</p>	
<p><b>Draw Conclusions:</b>          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?</p>	

<p><b>Action step to improve student learning will be...</b>          (Specific, Measurable, Achievable, Relevant, Time-limited)</p>
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