



Student Learning Dialogue

Using CLO data to improve teaching and learning

- At least **Quarterly** use this form as documented evidence of learning outcome data analysis
- Use at least 3 modules/terms of data to identify trends
- Establish classroom practices to improve learning based on the analysis
- Report findings to your supervisor per their instruction

INSTRUCTOR:	COURSE:	DATE RANGE:
-------------	---------	-------------

<p>Initial Observation: What do I see? Does anything stand out right away? <i>No judgments or conclusions, just observation</i></p>	
<p>Target Achievement: Which CLOs are students meeting at 80%? Which CLOs are students not meeting at 80%?</p> <p>Source of Data: Were the assessments an appropriate measure to use? Why/ Why not?</p> <p>Comparison: How do the CLO results compare to the students' classroom performance on the same concepts? 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 or anomalies?</i></p>	
<p>Draw Conclusions: What can I do differently in the future in my class to improve the student learning?</p>	

<p>My action step to improve student learning next time I teach this course will be... (Specific, Measurable, Achievable, Relevant, Time-limited)</p>

Jammy Earnhardt



Student Learning Dialogue

Guiding questions to begin to analyze our courses on a deeper level

ACCJC Institutional Effectiveness Rubric Statements

- "...authentic assessments are in place for courses, programs and degrees."
- "Results of assessment are being used for improvement..."
- "There is a widespread institutional dialogue about student learning data results."
- "Decision making includes dialogue on the results of assessment and is purposefully directed toward improving student learning."

COURSE #

<p>Initial picture: What does the snapshot of the course tell me?</p>	<p>I have mostly A's & B's... Perhaps I'm not grading as hard as I should be... particularly in Presentations.</p>
<p>Source of Info: What student work is generating the outcome data? Exams? Skill Checks? Projects?</p>	<p>Projects - There is a paper, presentation & a Critical Thinking Assignment.</p>
<p>Analyze Data Quality: Are these pieces of student work the best pieces to collect student learning data from?</p>	<p>Yes & No... Eng 121 has one presentation - since the course has a focuses on grammar - we usually do a group presentation. However, →</p>
<p>Analyze Data Quantity: Is the amount of data collected appropriate to provide an accurate reflection of student learning?</p>	<p>3 Mods - Yes.</p>
<p>Analyze Success: Are students meeting success benchmarks? If so, what should we share with other campuses? If not, what should we adjust?</p>	<p>Eng 121 - yes 96%? Eng 122 - no 71%. Phil 110 - no 56%. - I will email you.</p>
<p>Comparison Analysis: Are student learning success rates consistent with grades? Do we need to adjust how we grade our students?</p>	<p>Based on the Data, 2 of my three courses, students did not successfully meet the mastery's, yet they still mostly have A's & B's.</p>
<p>Other Analysis: What else stands out about the student performance?</p>	<p>my Attendance was right @ 9.99% Ⓡ</p>

Action Steps to Improve Student Learning

- ① Discuss how to more accurately grade presentations.
- ② Revisit how to grade classwork more accurately.
- ③ Eng 121 mastery's