



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>Initial Observation: What do we 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? What percentage of the assessments would we say were authentic?</p> <p>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 <i>trends</i> or <i>anomalies</i>?</p>	
<p>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?</p>	

<p>Action step to improve student learning will be... (Specific, Measurable, Achievable, Relevant, Time-limited)</p>
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Assessment and Instruction: Learning Data Analysis Worksheet

Using data to improve teaching and learning

CAMPUS: HESPERIA	COURSE(S): SPC1A	DATE RANGE: March 23 – April 23, 2015
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<p>Describe the evidence: What data was used? What is the current status?</p>	<p>I acquired my data from the course statistics in Infozone, from my own records, and my experience teaching this course.</p>
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<p>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.</p> <p>There were no major technical issues in the class because it is a public speaking class and we had very little use for computers. The only major technical issue was that only two of the students were able to drop box the peer evaluation assignment, and this was only partially successful. I had to resort to paper evaluations and base the initial final grade on these. There was only one student learning gap and that was due to the student’s absence on particular days.</p>	
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<p>Initial Observation: What do you see? Does anything stand out? <i>No judgments or conclusions, just observation</i></p>	<p>80% of the entire class achieved 100% of the mastery assignments. One student achieved only 60% of the mastery questions. All mastery assignments were used in the course.</p>
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<p>Analysis: How does the data compare to other data? (grades, attendance, course completion, census, etc.) Are these observations and analyses trends or anomalies?</p>	<p>The overall attendance averaged around 70%. There were only six students enrolled in this class, so if one was absent, there was a significant drop. Also, one student only attended for the first two days and never again. Unfortunately, she did attend her other class, so she was never dropped from this course. This meant that I was never going to be higher than 83.33 % in attendance. This was an anomaly. All five students did complete and pass the class.</p>
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<p>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.</p> <p>The final outcomes were excellent. I did have to work with some of the students who had family and job issues that did affect their attendance, but I was able to find a successful work-around.</p>	
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<p>Classroom and/or Campus Action step(s) to improve student learning (No more than 2 per course) (Specific, Measurable, Achievable, Relevant, Time-limited)</p> <p>There is only one improvement – Make certain that all computer systems are working properly at all time so that the students are not hampered in submitting their assignments.</p>	
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