

Home

Announcements 

Assignments

Grades

People

Files 

Syllabus

Outcomes

Rubrics

Quizzes

Modules 

Attendance

Studio

TextAid

Discussions 











Pages 

BigBlueButton 

Collaborations

**Settings**

## Course

Feature	Status	State
> Anonymous Instructor Annotations		
> Discussions/Announcements Redesign	FEATURE PREVIEW	
> Emojis in Submission Comments		
> ePub Exporting		
> External Collaborations Tool		
✓ Learning Mastery Gradebook Learning Mastery Gradebook provides a way for teachers to quickly view student and course progress on course learning outcomes. Outcomes are presented in a Gradebook-like format and student progress is displayed both as a numerical score and as mastered/near mastery/remedial.		 Enabled ✓ Disabled
> New Course and User Analytics	FEATURE PREVIEW	
> New Quizzes		
> Quiz Log Auditing		
✓ Student Learning Mastery Gradebook Student Learning Mastery Gradebook provides a way for students to quickly view progress on course learning outcomes. Outcomes are presented in a Gradebook-like format and progress is displayed both as a numerical score and as mastered/near mastery/remedial.		 Enabled ✓ Disabled



											All Sections	Learning Mastery
id Co...	Pattern/Repl...	Figure/Groun...	Value Scales	Linear Perspe...	Color Scheme...	Transparency ...	Implied Lines	Balance in at L...	Unity/Harmo...	Organic and		
3	2.85 / 3	1.85 / 3	2.71 / 3			2.6 / 3	2.46 / 3	2.38 / 3	2.54 / 3	2.69 / 3		
	3 / 3	1 / 3	3 / 3				2 / 3	2 / 3	3 / 3	3 / 3		
	2 / 3	1 / 3					1 / 3	2 / 3	2 / 3	1 / 3		
	3 / 3	2 / 3	2 / 3			2 / 3	3 / 3	2 / 3	3 / 3	3 / 3		
	3 / 3	3 / 3	3 / 3			3 / 3	3 / 3	3 / 3	2 / 3	3 / 3		
	3 / 3	3 / 3	3 / 3			3 / 3	3 / 3	3 / 3	3 / 3	3 / 3		
	3 / 3	2 / 3					3 / 3	3 / 3	3 / 3	3 / 3		
	3 / 3	2 / 3					2 / 3	2 / 3	2 / 3	2 / 3		
	3 / 3	1 / 3	3 / 3			2 / 3	2 / 3	2 / 3	2 / 3	2 / 3		
	3 / 3	2 / 3					3 / 3	3 / 3	3 / 3	3 / 3		
	3 / 3	3 / 3	3 / 3			3 / 3	3 / 3	3 / 3	3 / 3	3 / 3		
	3 / 3	1 / 3					3 / 3	2 / 3	2 / 3	3 / 3		
	2 / 3	1 / 3	2 / 3				2 / 3	2 / 3	2 / 3	3 / 3		
	3 / 3	2 / 3					2 / 3	2 / 3	3 / 3	3 / 3		

>

- Exceeds Mastery
- Meets Mastery
- Near Mastery
- Well Below Mastery

Hide outcomes with no results

[Export report](#)

▶ 🔊 2:16 / 4:26

CC ⚙️ ↔️ ↗️



											All Sections	Learning Mastery
nd Co...	Pattern/Repl...	Figure/Groun...	Value Scales	Transparency ...	Implied Lines	Balance in at L...	Unity/Harmo...	Organic and ...	Implied Move...	Interpretation		
1/3	2.85 /3	1.85 /3	2.71 /3	2.6 /3	2.46 /3	2.38 /3	2.54 /3	2.69 /3	2.69 /3	2.85 /3		
		1 /3										
1/3		1 /3			1 /3			1 /3				
		1 /3										
		1 /3										
		1 /3										

>

- Exceeds Mastery
- Meets Mastery
- Near Mastery
- Well Below Mastery

Hide outcomes with no results

[Export report](#)

3/3 ■

3/3 ■

2/3 ■

3/3 ■

3/3 ■

Transparency ...

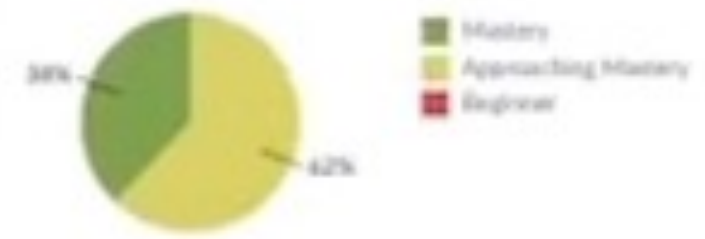
Implied Lines

Balance in at L...

Unity/Harmo...

Organic and ...

### 2D Design > Balance in at least 3 different forms



Mastery set at: 3

Calculation Meth...

Latest Score

Example:

Mastery score reflects the most recent graded assignment or quiz.

3- Best scores:

1, 4, 2, 2

2- Final score:

3

3/3 ■

3/3 ■

3/3 ■

3/3 ■







# CLOSING THE LOOP

Student learning day May 17, 2022



# FEEDBACK OF ASSESSMENT FOR ME!

---



CLOSING THE LOOP



USING OUR ASSESSMENT  
DATA TO IMPROVE STUDENT  
LEARNING



BRAINSTORMING SESSION



# **ENVISION A BOLD, BRIGHT FUTURE**

- This is the part we've never done before.
- What is our goal for assessment?
- What do we need to do to increase the number of students achieving our Institutional/Program/Course Goals?
- What does a compelling learning story for our future look like?

# CRITICAL CONSIDERATIONS FOR GOOD PRACTICE

---



Include as many stakeholders as possible in the conversations



Set aside time regularly for in-depth consideration of your data (department meetings?)



Recognize the limitations of your data (samples too small, confounding factors, non-representative groups)



Keep careful records of conversations . . . To inform future work



Monitor results over time – not every review will necessarily result in changes (including visual representations)



The best place to influence student learning is in the classroom





# THE DATA PLAN

- Source of data/method of data collection
- What were the questions you were trying to answer?
- What are the goals/objectives you are trying to achieve?
- Comparison of results to Benchmarks/Standards
- Process of convening Audience/Stakeholders
- Proposed and implementation of changes





# DATA CONVERSATION PROMPTS

- **WHAT:** Do these results seem reasonable to you? Do they match your expectations from your teaching experience? What, if anything, do you find surprising or interesting?
  - **SO WHAT:** What patterns do you see in these data? What factors (institutional, programmatic, societal, instructional, etc.) do you think are associated with the patterns that you perceive in the data?
  - **NOW WHAT:** What actions do you think we should take in response to the data? This may include gathering more data, changing curriculum.
- Source: Ferris State University  
General Education Discussion  
Prompts





## EXAMPLE QUESTIONS

I had to move my class online, is it as effective as it was face-to-face?

Some instructors have tried to “flip” their classroom. Did it work?

Did the new unit I created help to increase student learning?

The same course is being offered three different ways. Are any of the methods better?

- What can I do to improve the consistency of the methods?
- Do the methods work better for some demographics than other?

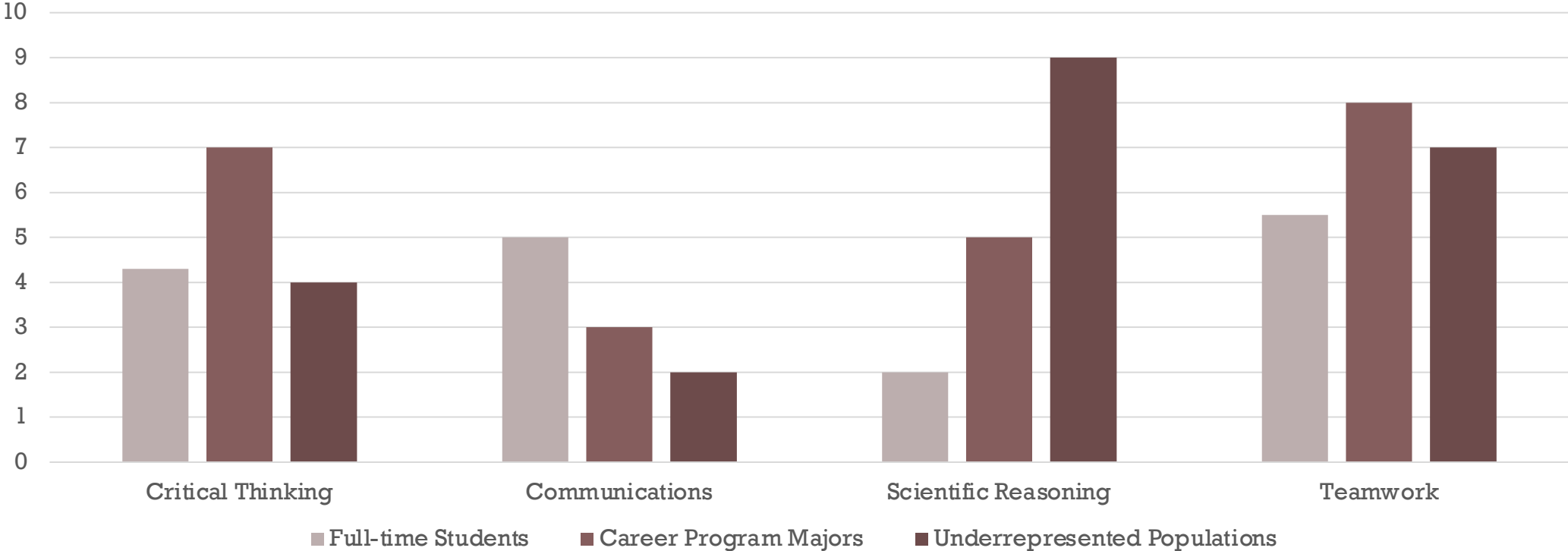
Did my new lab equipment make a difference?

How can I improve my course?

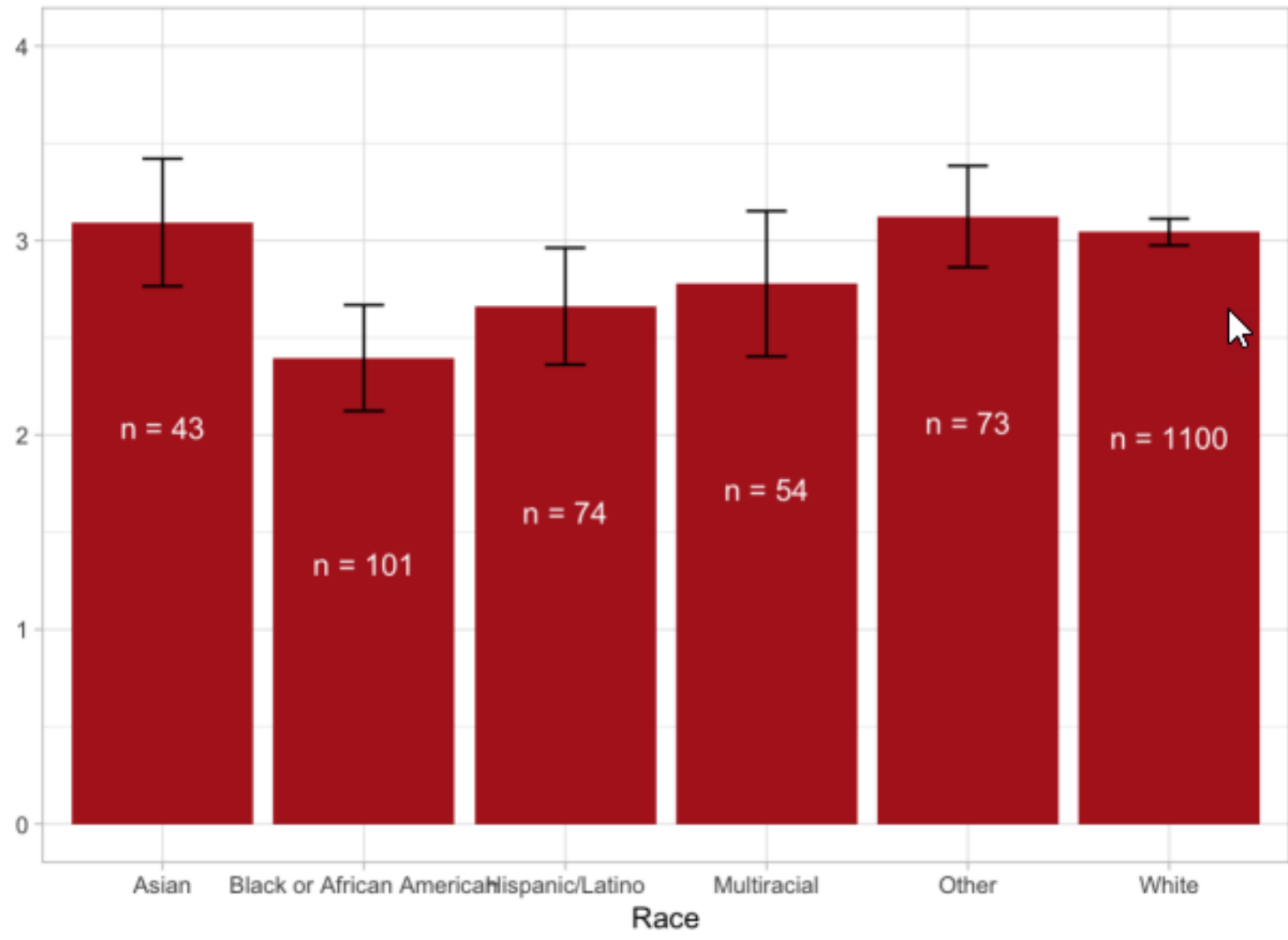
Are my non-traditional students learning as well online as my traditional students?

# WHAT QUESTIONS WILL YOU EXPLORE?

College Outcomes Results – Spring 2022







# JWCC DATA — WHAT QUESTIONS?

Institutional Goals Fall 2022 Report	
<b>Communication</b>	<b>2.7131</b>
<b>Create Accurate Written Communication</b>	<b>2.531</b>
Student uses correct spelling and grammar	2.491525
Student uses vocabulary and terminology appropriately	2.574074
<b>Delivery Effective Verbal Communication</b>	<b>2.7836</b>
Student's delivery is effective: volume, pronunciation	2.682353
Student's tone of presentation is appropriate	2.883721
<b>Organize Ideas for Effective Communication</b>	<b>2.7306</b>
Student uses logical structure	2.737069
Student's thesis idea is supported	2.724138
<b>Use Visual Elements in Effective Communications</b>	<b>2.7179</b>
Student's visual information is clear and connects with audience	2.631579
Student's visual information is relevant	2.745763



<b>Critical Reasoning</b>	<b>2.473</b>
<b>Analyze Problems</b>	<b>2.4742</b>
Find solutions to problems using quantitative skills	2.6
Infer conclusions using data and evidence from a variety of sources	2.492063
Use deductive reasoning to find logical solutions	2.375
<b>Conceptualize Ideas</b>	<b>2.427</b>
Develop a knowledge base through observation or study	2.320388
Formulate a question that guides their research or problem solving	2.573333
<b>Evaluate Results</b>	<b>2.6047</b>



## Information Literacy

2.3214

### Ethically and Accurately Use the Sources

Student demonstrates understanding of the ethical and legal restrictions on the use of information

### Evaluates the Accuracy of the Information Found

2.3019

Student uses multiple sources to validate information accuracy

2.111111

Student uses sources based on facts

2.5

### Locate the Appropriate Resources to Find Information

2.6667

Student utilizes library resources to locate information

Student utilizes web effectively to locate information

2.66667



# INFORMATION WE CAN ACCESS

---

Student	Assessment Title	Assessment Type	Submission Date	Score
Learning Outcome Name	Attempt Number	Outcome Score	Assessment Question	Course Name
Course ID	Section Name	Outcome	Delivery Method	*Linked to Banner so all demographic data can be obtained as well



# EXAMPLE DATA – INDIVIDUAL ITEM

---

**Course:** ENG 101 WWA: Rhetoric and Composition I

---

**Assessment Title:** Definition Essay Final Draft

---

**Submission Date:** 10/10/2021

---

**Learning Outcome:** Communication Outcome 1.1

---

**Attempt:** 1

---

**Score:** 3

---

**Outcome:** Meets Standard

---

**Delivery:** Structured



# LIAISONS

---

D022 Agriculture and Industrial Technology/TDT  
– Ms. Jamie Chapman

D023 Business/Computer Science, Math, and Public Safety  
– Dr. Osman Cen, Mr. Devron Sternke

D024 Communications/Languages/Literature and Fine  
Arts/Humanities/Education – Ms. Christina Farwell, Mr. Todd Saxton

D025 Health Sciences, Natural Sciences/Engineering, and  
Social/Behavioral Sciences – Dr. Randy Wolfmeyer

