

Our regional accreditor, SACSCOC, requires universities to provide evidence of activities related to assessment and continuous improvement of student learning. The annual assessment report is this evidence, which allows KSU to maintain its accreditation.

More importantly, it is our university mission to provide students an exceptional learning experience and to prepare them for life after graduation. If done well, assessment tells us how well we are fulfilling that mission and how to best improve our teaching strategies, our curriculum, and the student experience.

The use of D2L learning analytics will make the assessment process more meaningful and manageable for faculty, as well as more impactful for students. The following guiding questions and potential strategies or action steps are designed to assist you and your faculty team in using D2L learning analytics to improve teaching and learning.



## GUIDING QUESTIONS

### What do we want to know?

- What do we want to know about student learning and/or student engagement with the course material?
- Which D2L learning analytics will provide us the evidence we are seeking?
  - Class Progress
  - Quiz Question Statistics and Question Details
  - Rubric Statistics
  - Discussion Statistics
- How do we access the learning analytics in D2L? View the D2L Learning Analytics Microlearning found [here](#).
- What other data sources should we seek out?

### What are the big take-aways from the learning analytics?

- What do the learning analytics tell us?
- What trends and relationships do we see in the course progress, quizzes, rubrics, and discussions data?
- In what areas are students consistently demonstrating high performance in relation to the learning outcomes?
- In what areas are students consistently struggling or on the verge of not meeting performance expectations based on the learning outcomes?
- How are some students performing compared to others? Who are the high performers and the struggling students in the class?
- What questions should we explore further across this set of data? Are there other sources of data we should explore?

### What factors may be contributing to these results?

- Perform a root cause analysis (the “5 Whys” ; fishbone diagram)
- Examine each of the following factors and determine how they may contribute to the assessment results: course content and materials, learning process and environment, teaching practices and style, student-related factors, and external factors.

What strategies for improvement can we implement to address these issues?

- How will we support the struggling students in the class?
- How do the learning analytics inform potential changes in teaching strategies and/or curriculum?
- What are the specific action steps needed to implement the strategies? What are the timeframes for each action step?
- Who else needs to be involved? What resources do we need?

Should the assessment plan or process be modified?

- Are the student learning outcomes still relevant and aligned with industry needs?
- Are the assessment measures effective? Are test items and rubrics clearly worded and aligned with the learning outcomes?
- Do the assessment instruments demonstrate acceptable reliability and validity?
- How can we improve our data collection and/or data analysis process?

After implemented, did the strategy and action steps have the desired impact?

- Was there a change in student engagement with the course material?
- Was there a change in student learning?
- Do we need to modify our strategy for improvement?



## EXAMPLE STRATEGIES OR ACTION STEPS

### Related to the Student

- Contact the student to check-in
- Encourage more engagement with course material
- Determine the specific areas with which students are struggling and revisit them
- Ask students for feedback about the course content
- Match lower performers with higher performers for peer coaching
- Recommend the student consult with his/her advisor
- Share information about learning support or other services depending on the situation (i.e., counseling, tutoring, writing center, UITS technology assistance, etc.)

### Related to Curriculum

- Reevaluate sequencing/rigor of the course material
- Discuss with other faculty and share ideas
- Identify potential curriculum changes
- Reevaluate course prerequisites/sequencing
- Contact the Curriculum Support Office
- Contact DLI for assistance with D2L course design

### Related to Assessment

- Clarify test items that may be confusing or worded poorly
- Adjust test items that are too easy or difficult
- Clarify rubric criteria and/or performance level descriptors
- Contact the Office of Assessment for assistance

### Related to Teaching Practices or Style

- Conduct a self-assessment of teaching practices/style
- Contact CETL to improve teaching practices or style

The [Assessment of Learning](#) website provides additional resources to support your assessment efforts. Please contact the Assessment Office at [assessment@kennesaw.edu](mailto:assessment@kennesaw.edu) if you have any questions or you would like to schedule a consultation. Thank you for your commitment to continuous improvement at KSU.