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.