



Course-Level Data for Improvement of Instruction & Student Success

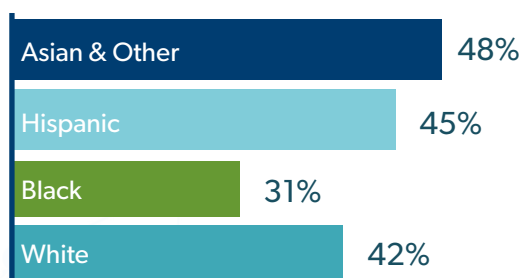
every learner
everywhere

Building institutional and instructor capacity for using course-level data to understand learner performance and improve instruction with digital learning.

The administrators, course coordinators, and faculty responsible for student learning in gateway courses often do not have the data and skills needed for analyzing subgroup and individual learner performance. Without the ability to collect and disaggregate learner data, faculty cannot adjust instructional approaches and program designs to improve equity.

Overview

Course-level Data for Improvement of Instruction and Student Success helps academic leaders, faculty, and institutional research staff frame research questions, collect and analyze course data disaggregated by race and socioeconomic status, and use qualitative and quantitative findings to continuously improve course- and program-level instruction over time.



Compared with Black and non-Hispanic White students, more Hispanic and Asian students reported challenges staying motivated to do well after instruction went online in Spring 2020.



Every Learner Everywhere

Course-Level Data for Improvement of Instruction & Student Success

Approach

We support institutional transformation focused on improving course outcomes for racially-minoritized and poverty-affected students using disaggregated course data from instruction and digital learning courseware and tools.

Outcomes

- **Understand** the relative value of anecdotal evidence and systematic practices for gathering and evaluating student- and course-level data.
- **Identify** and generate sources of course data useful for improving teaching and learning as part of the continuous improvement process. Develop skills to identify and use the appropriate methodologies for routinely collecting and analyzing data.
- **Explore** and identify research questions and align questions to course outcomes. Consider questions that pertain to racially-minoritized, poverty-affected, and first-generation students.
- **Determine** and use appropriate methodologies to measure impact and equity in blended and online learning courses. Draw inferences for course improvement from disaggregated student data.
- **Sustain** and scale the integration of continuous improvement processes that center equity.

Audience

Institution Leaders, Academic Leaders, Institutional Research and Instructional Support Staff, Faculty

Format and Duration

Online and onsite events delivered over 12-18 months



Every Learner Everywhere is a network of twelve partner organizations with expertise in evaluating, implementing, scaling, and measuring the efficacy of education technologies, curriculum and course design strategies, teaching practices, and support services that personalize instruction for students in blended and online learning environments.

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