



# **Data-Driven Course Planning**

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# Description

- This session explores practical approaches to using course-related data to guide meaningful curriculum improvements. The presentation will highlight three real examples of evidence-based strategies faculty have used to improve course design, instructional methods, and student learning outcomes. Participants will analyze course-related data to identify changes that can enhance student performance and engagement.

# Objectives

- 1) Identify three types of data to inform course revisions
- 2) Analyze course data to identify areas of improvement



# **Course Data: Start, Stop, Continue**

Whitney Robertson

# Start, Stop, Continue



Exam II Grades / Mid-semester Survey ▾

Feb 27, 2022 2:23 PM

Hi Class,

I hope your weekend has been great! Exam II grades are posted and include the points you earned on the two short-answer questions. Also, I have just added one more point to everyone's grade due to one of the multiple-choice questions being unclear in how it was phrased. This brought the average score to 80.5%, with a high score of 92%.

Starting this week, we will have seven weeks down and eight to go! We are just about halfway through BIO281. I would really appreciate it if each of you could take approximately five minutes to **please complete this brief survey**. I am asking for your thoughts on what I should start, stop, and continue doing during our lessons. Your feedback is 100% anonymous unless you choose to enter your name somewhere in your response. Please fill it out before Wednesday, 3/2 at 8PM. Thank you!

**Here is the link:**

<https://forms.gle/bMHv4ycN32wUiWBM9>



# BIO281 Mid-semester Feedback

**B** *I* U ↻ 🔗

Please offer your suggestion on what I could START doing more often in lessons, STOP doing as much in lessons, and CONTINUE doing in lessons to support your learning. You can answer for lecture, lab, or both.  
Thank you!

What if anything should I START doing more often in lessons? Please share an example if it helps to clarify.

What if anything should I STOP doing as much in lessons? Please share an example if it helps to clarify.

What if anything should I CONTINUE doing in lessons to support your learning? Please share an example if it helps to clarify.

Select any of these activities that you feel have been helpful for learning the course material. \* Learning them. Select as many or as few as you want.

<input type="checkbox"/> Lectures - going over the slides	<input type="checkbox"/> Recorded lectures that are posted in Brightspace
<input type="checkbox"/> Getting a list of vocabulary terms to know	<input type="checkbox"/> Getting responses to topics suggested on the exit tickets
<input type="checkbox"/> Poll Everywhere questions	<input type="checkbox"/> Practice worksheets posted in Brightspace
<input type="checkbox"/> Crowdsourcing study guide (making Google Slides in a group)	<input type="checkbox"/> Supplementary videos from the book publisher/YouTube
<input type="checkbox"/> Whiteboard drawings and diagrams	<input type="checkbox"/> Having a highlighted study guide
<input type="checkbox"/> Supplementary videos and links posted in Brightspace	<input type="checkbox"/> Breakout room activities while in Zoom
	<input type="checkbox"/> Other: _____

Optional: What ideas or suggestions do you have to improve the course experience?

What if anything should I CONTINUE doing in lessons to support your learning? Please s  
example if it helps to clarify.

12 responses

Love that you tell us what we need to know and skipping the parts that aren't necessary for us.

Highlighting the PowerPoints, and sharing articles

Please continue doing lecture by going over slides just as you have been from the beginning of the semester! I also really like the Poll Everywhere's because you tend to go through each answer and why it is incorrect or how it is correct and it helps me tremendously with clarification!

Highlighting the slides is very helpful!

highlighting the important things and sending out terms to know.

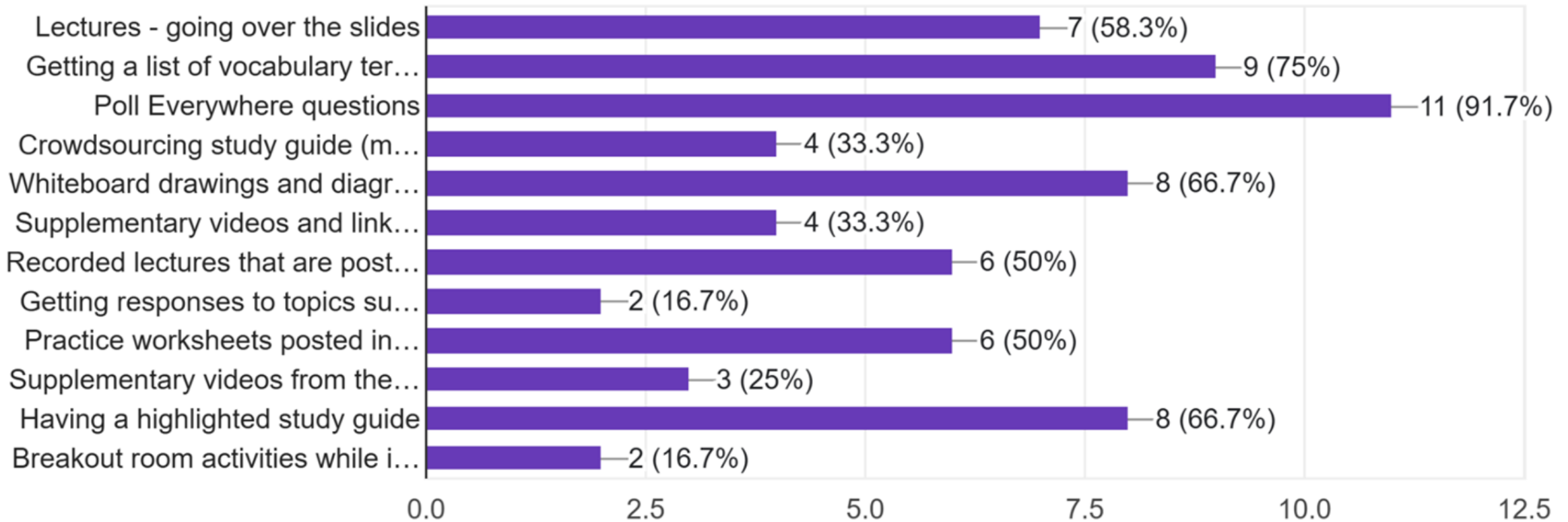
Highlighting the zoom

red underlining is super helpful

highlighted study guides for exams

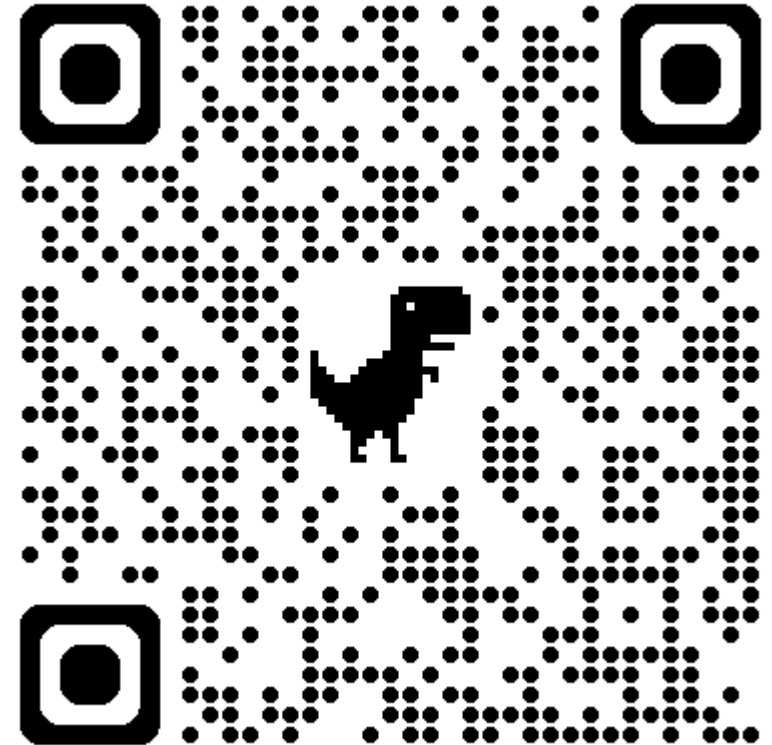
Select any of these activities that you feel have been helpful for learning the course material. Select as many or as few as you want.

12 responses



# Start, Stop, Continue

- Continued to highlight important slide notes
- Increased # of Poll Everywhere activities
- Informed the class these changes were due to their feedback





# **Course Data: Course Evaluation**

Marla Kniewel

# Course Evaluation: Key Data Sources

- **Quantitative Data**

- Likert-scale ratings (course organization, instructor effectiveness)
  - MSN consistently >4.0
- Trends across semesters or cohorts
  - 2023-2024- Course 4.46, Instructor 4.65

- **Qualitative Data**

- Open-ended student comments
- Narrative feedback on strengths and areas for improvement

# Quantitative Feedback

- Conduct **thematic analysis** of qualitative feedback
- Determine:
  - What is working well?
  - What requires modification?
  - Are there alignment gaps with course outcomes?
- Correlate with other data sources
  - MSN Communication Survey
  - Exit Surveys
  - Priorities Survey for Online Learning (PSOL)

# Consistent Theme

## Need for Enhanced Instructional Learning Support

- “Felt like self-teaching”
- “Needed more examples and explanations”
- “This subject matter could have included more active instructor participation, maybe one zoom meeting/lecture.”
- “I felt that I was on my own for a lot of the class and some of the instructions were unclear...”
- “I would have preferred powerpoint classes with instructions on what is expected.”

## MSN Communication Survey

- “I feel as if I have teach myself everything - very minimal learning material brought forth my educators”
- “I felt that I was left to figure this all out by myself without much direction”

# Data Driven Decision

- **Course Overview video**
  - Orientation to course
  - Why course is important
  - Connect learning to practice
- **Weekly Overview video**
  - Important concepts from readings
  - Assignment overview

# Results

- “Yes the online formats have changed for the better the past year. It really helps when instructors have videos weekly.”
- “I really appreciate the weekly video instructions.”
- “I really appreciate each week being easy to navigate and the videos the teacher did for each week describing what we needed to do. It helps hearing the teacher talk about what we needed to do and know instead of just reading it.”
- “The lectures did a great job quoting key points in the book”

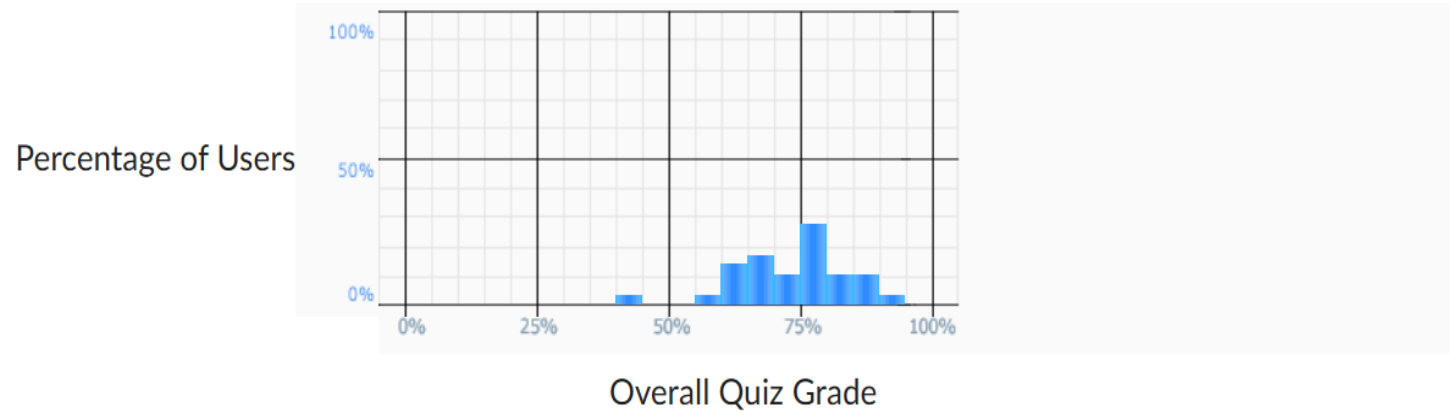


# **Course Data: Exams**

Cheryl Frickel

# Midterm Exam FA 25

Grade Distribution:



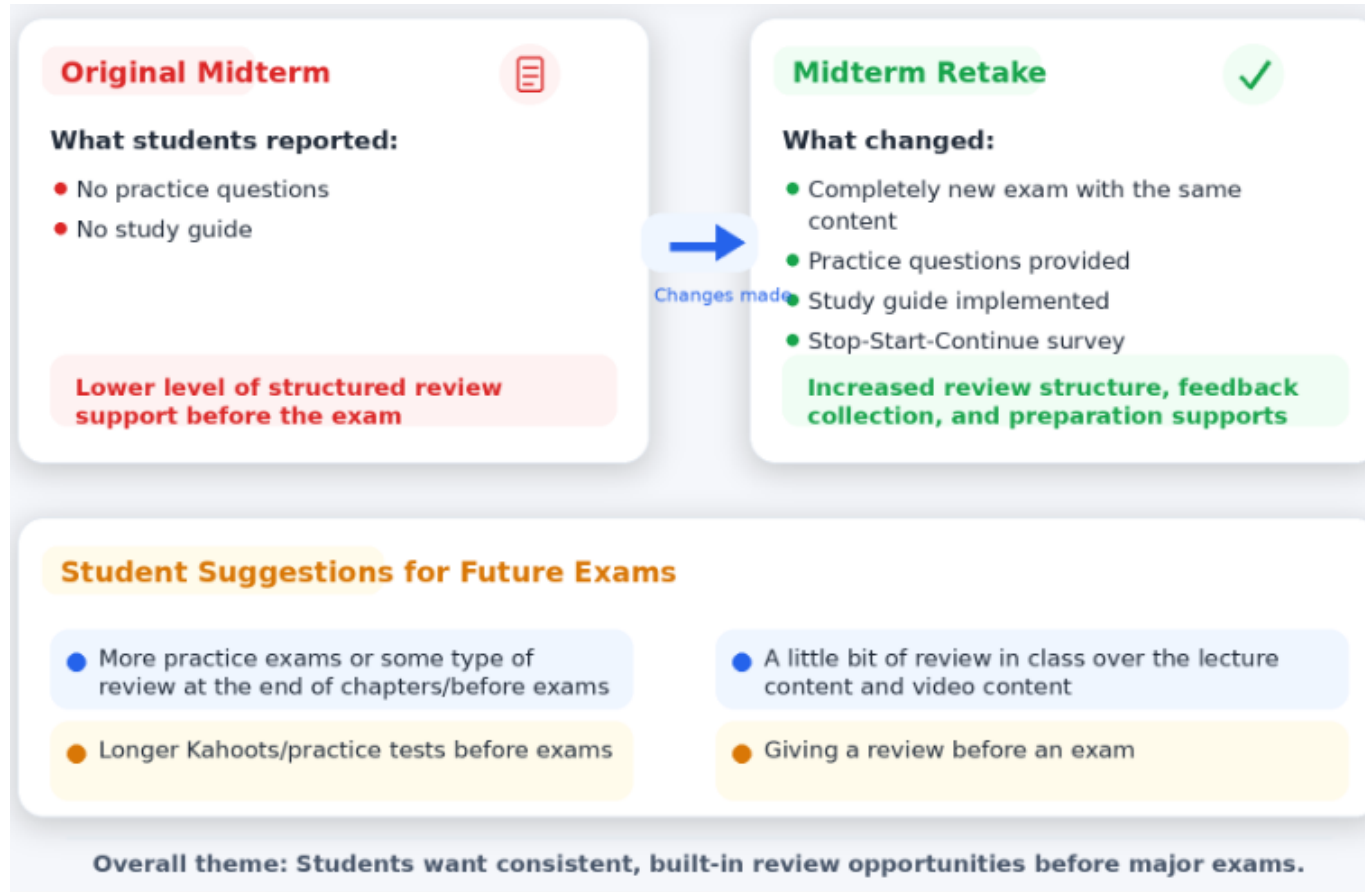
Class Average:



72.97 % (Std Dev = 10.57 %)

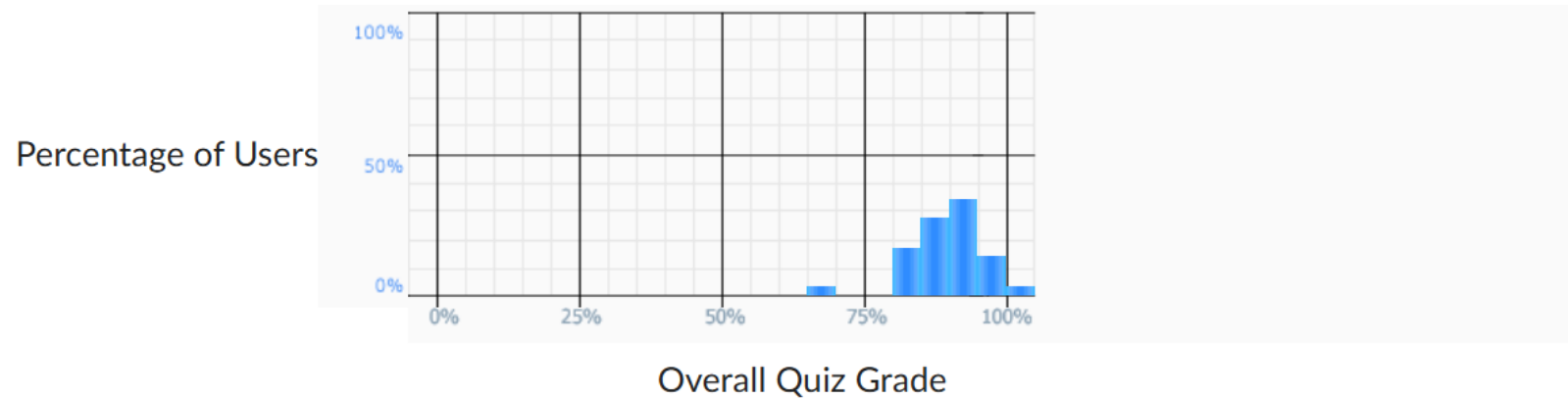
The Class Average is calculated based on the Overall Grade Calculation setting (Highest Attempt)

# Test Scores



# Midterm Exam Retake FA 25

Grade Distribution:



Class Average:



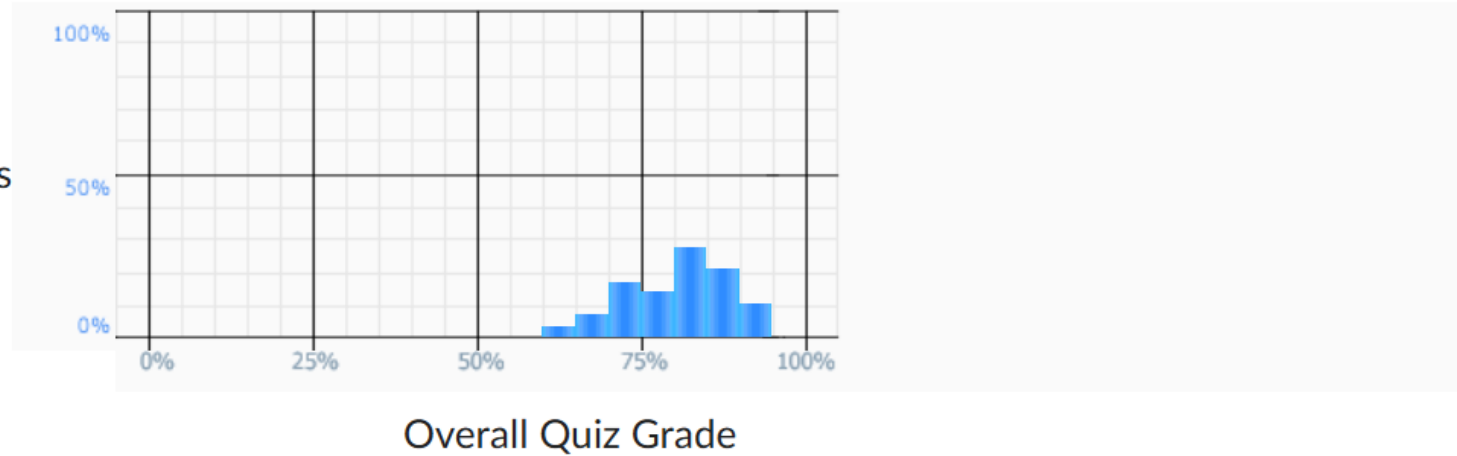
89.59 % (Std Dev = 6.61 %)

The Class Average is calculated based on the Overall Grade Calculation setting (Highest Attempt)

# Midterm Exam SP 26

Grade Distribution:

Percentage of Users



Class Average:



80.55 % (Std Dev = 7.52 %)

The Class Average is calculated based on the Overall Grade Calculation setting (Highest Attempt)

# Activity Goal

To practice turning student feedback into actionable teaching improvements, which aligns with the guide's recommendation to collect responses and follow up with students about what was learned and what will be changed.

# Small Group Activity

1. Review the sample Stop-Start-Continue student feedback.
2. Identify 3 major themes and decide on 2 instructional changes you would make before the next unit or exam.
3. Draft a brief statement you would share back with students explaining what you learned and what you plan to change.

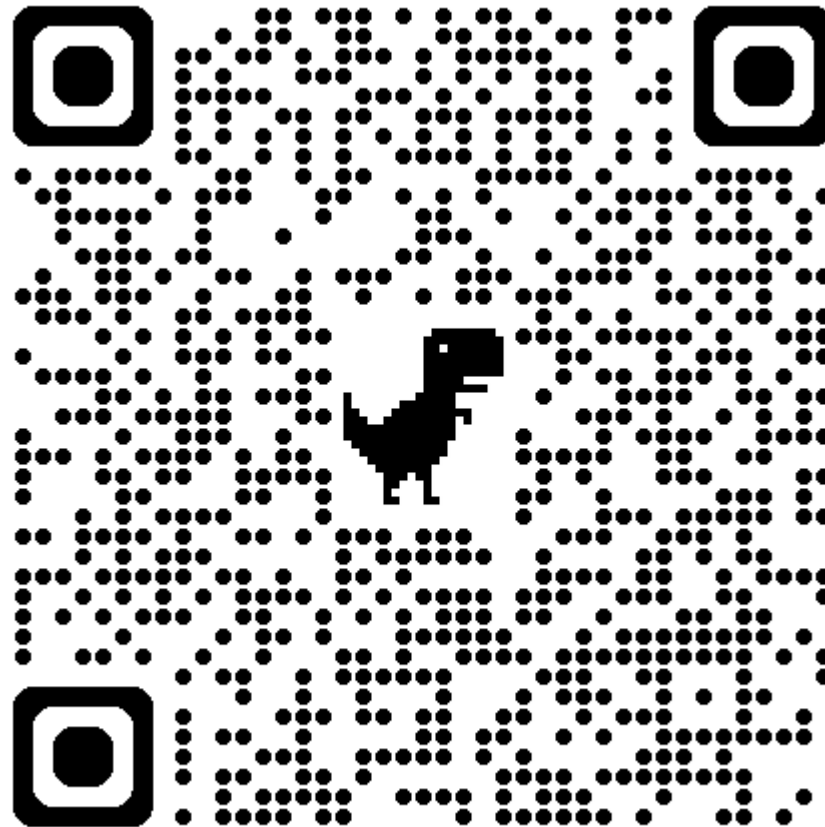
# Activity

Stop, Start, Continue Data - use QR Code

## Discussion Questions

- What are 3 actionable themes from the student feedback?
- What 2 changes would you make to the course, if any? How could these changes enhance student performance or engagement?
- What brief statement would you share or post in the course to explain your planned changes?

# Stop Start Continue Data



# Questions?



**Please complete the Session Survey**

