My Course Analytics Dashboard (MCAD) Reflection Tool

This list of guided questions represents one possible path for interacting with your course data. Some of the questions may align with your interests more than others. You might also consider talking through or comparing your reflections and findings with a peer.

See <https://cfe.unc.edu/mcad/> to learn more about accessing your course data.

Before you look at your data, reflect a bit about what you might expect.

1. For the purpose of this reflection, choose a course you want to look at for one semester or multiple semesters over time. What is that course and what is your rationale for choosing it?
2. How do you think the diversity of students in your course will compare to the student body? Use some of the demographics below to make predictions about whether your course will have fewer, about equal or more students in this category compared to university percentages (you may not know university percentages, but you’ll be able to compare within the tool when you look at your data):
3. Males
4. First generation college students
5. White students
6. Students from the lowest socioeconomic background (“Pell eligible” in the tool)
7. Students aged 18-22 years old
8. What is the value of a diverse classroom to you, considering both the visible and many invisible forms of diversity?  Cite a specific example of a positive benefit.

Take a look at your data by selecting the course you chose above.

1. How does the diversity in your course compare to university averages? What are some of the demographics that are underrepresented or overrepresented? (If you have more than one semester to look at, does that pattern hold when semesters are combined)?
2. What factors do you think might discourage students from underrepresented demographic groups from joining or persisting in your discipline? Do you have ideas for how you or your department/curriculum could help bring in students who are underrepresented to your discipline?
3. Now examine grades by demographics in your course. Choose various demographics to examine. (For example, you might look at first generation college students compared to non-first generation college students. You can also combine demographics, such as pell-eligible, first generation college students.) Keep in mind that if you have small class sizes you may be able to get a more accurate representation by combining semesters. What did you learn about how certain student groups were performing?
4. Did anything surprise you about the data you examined?
5. If you have been making any improvements in your courses over the semesters, look at data from an earlier semester in one course and compare it to data in another more recent semester. Are more students performing better (often we see a shift toward the A/B range and fewer students in the D/F range when this occurs). Do you notice any differences between semesters?
6. Inclusive teaching includes a range of strategies around course design, classroom interactions, and grading. There are many resources to learn from in this area, including [those supported here on campus by the Center for Faculty Excellence](https://cfe.unc.edu/teaching-and-learning/design-your-courses/inclusive-teaching/). List two or three ideas you would like to try the next time you teach this or any course that you think will make more students feel included or allow more students to have equitable access to the learning opportunities? Explain.
7. How might you include a sentence or two from this reflection in a teaching statement, application for an award/grant, or in a teaching dossier? Use this space to write a few sentences that you might want to use that celebrate your effort in looking at the data and reflect your dedication to growth and improvement as an educator. Yes, be positive here no matter what the data looked like!