# Learning Assessment Research Consortium (LARC)

## Module: Benefits and Barriers

| **Sub-Module** | **Online Delivery - Details/Notes** | **Face-to-Face Delivery – Details/Notes** | **Resources** |
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| **Introduction** | This module is intended for faculty at all levels, staff and administrators involved in assessment. | The video can be skipped and the instructor can introduce the material if they would like. The video is short, and a good overview of the material covered. | N/A |
| **What are the benefits of assessment?** | **The warm-up activity** asks you to think about the benefits of assessment. Take 1-minute and see what you can come up with.  **The video** is 15 minutes long.  **The Activity:** Application to practice – choose the scenario that makes the most sense in your role at your institution.   The **final reflection** is your change to pull-together your thoughts on this section of the module. | At the 5:18 mark in the video, this would be a good place to pause and incorporate some group discussion on the material.  After the videos are complete the next activity will allow for greater depth of discussion on the material.  The final reflection in this module is a good opportunity to have the participants think about the questions for a period of time, and then share them with a colleague or two. | (1) |
| **What is the purpose of gathering assessment data?** | **Warm-up Activity:**: You will need to download the worksheet to complete this warm up activity.  If you are taking this module alone, you may want to save your insights on the Activity: Shared Experiences to share with colleges later.  **Activity**: Application to Practice – this is a good opportunity to for to explore the different roles members of your institution have in assessment. | Have the **Warm-up Activity sheet** as a hand out.  The **Shared Experiences Too**l would be good to have in a course packet so they can take it with them.  **Activity: Shared Experiences:** You could have the participants write their reflections and then have a short-share period here and see if anyone wants to share their responses with the group.  **Activity: Application to Practice** – you can download and hand out the activity sheets, or you could facilitate a group brainstorming session using a whiteboard and fill in the areas.  **Final Reflection**: Have the participants complete the reflection; you can then facilitate a short group discussion based on the findings. | (2)  (3) |
| **Why are assessment data useful?** | **Warm-Up**: You can write down your answers to the questions for use later.  **Shared Experiences** video: this is a good time to watch, and see other professionals’ experiences with the usefulness of assessment data.  **Activity: Reflecting on Shared Experiences** – complete this section, and then compare to your warm-up activity. Notice any new ideas? Add them to your warm-up sheet.  **Activity: Application to Practice –** think about a course or program you are involved with currently. Come up with the 10 or so uses of assessment data for that course or program. You do not need to know the answers to the questions you come up with now.  **Final Reflection -** look back over your warm-up activity and the final Application to Practice and answer the four questions. | **Warm Up:** Good opportunity to have a group discussion here. You can flow right from the final reflection in the last sub-module into this.  **The Shared Experiences** video is 15 minutes long: watch it prior to the course, you can decide if you want to show it all, or just parts of it in your presentation.  **Activity: Reflecting on Shared Experience**s – after a longer video, this is a great time to allow for individual reflection and allow the participants ample time to answer the questions. A short de-briefing of those responses after that period would allow you to bring the group back together seamlessly.  Research on Why Assessment Data are Useful: This is a good tool for the participants to see how the different layers use this data. Could be a good take-home hand out for them.  **Activity: Application to Practice** – this could be a good opportunity to allow for small group work: you could have the participant’s breakout in teams of 2-3 (or whatever works for your class size) and come up with the 10 questions together. You could then have them work on the assessment data part together, or allow for the questions to be swapped amongst the groups and have others think about what assessment data would be useful in answering those questions asked.  **Final Reflection**: bring the group back together, you can have a short period of discussion about the last activity and then blend it into the final reflection here. | (4)  (5)  (6) |
| **What are some of your concerns about assessment?** | **Warm-Up**: come up with your own list of issues and concerns; write them down for use later in the sub-module.  **Shared Experiences Video**: Watch the video, and take notes if anything strikes you are new, interesting, or simply something you had not thought of.  **Activity: Reflecting on Shared Experiences** - Look back at the notes you took during the video, and answer the four questions.  **Activity: Application to Practice** – think about what you have learned in this sub-module, then pick the scenario that is most likely to occur in your current role at your institution.  **Final Reflection** – Answer the three questions here. | **Warm-Up**: Have the participants each create their own list (3 mins).  **Shared Experiences Video**: This video is just shy of 14 minutes in length. Allowing the video to play in it’s entirety will allow for some quiet time for participants to watch and re-energize for the final 2 sub-modules.  **Activity: Reflecting on Shared Experiences** - If you allowed the entire video to run, this would be a good opportunity to allow for some group discussion on these questions.  **Research on the Barriers to Assessment** - This would be a great opportunity to give a short presentation on the material on this page. Allowing for questions during the activity would allow the students to analyze and synthesize the material in real time.  **Activity: Application to Practice** – If the participants used the Curmudgeonly Colleague or Budget Request in a prior sub-module, have them continue here. Give the participants a period of time (maybe 10 minutes) to complete their question, and then you can have a discussion about them as a complete class.  **Final Reflection** – Here you could ask the participants to answers the first two questions on their own then ask the group as a whole the 3rd question and allow for a period of discussion. | (7)  (8) |
| **What are the steps that an institution can take to make assessment useful?** | **Warm Up** – take some notes about your thoughts here for use later in the sub-module.  **Cycle of Inquiry** – Think about going from a closed-loop system to one that is revisited and revised.  **Activity: Reflecting on What Does and Does Not Work On Your Campus** – complete the four questions. Does a cycle of inquiry actually occur?  **Case Studies** – download the three PDF’s and read through the studies.  **Activity: Application to Practice** - Think about what you have learned in this sub module, and create a list of ways to improve the cycle of inquiry. Your list will not be all-inclusive, think of it as a place to start thinking about this approach.  **Final Reflection** – Look at your 10 questions from the last activity, and answer those posed here. | **Warm Up** – this could be done as an individual piece. Have the participants think about these questions, and jot down their thoughts for later use in the module.  **Cycle of Inquiry** – Present this material to the participants. The graphic material in on the page could be used in a presentation.  **Activity: Reflecting on What Does and Does Not Work On Your Campus** – Could use small groups again here to answer the four questions. Have each group answer all four, and share in an open discussion period afterward.  **Case Studies** – Have these available as handouts for the participants. Having each participant read through them all individually will allow for a good period of quiet time for reflection on all the information given in the case studies. Allow for ample time for reading and in-depth thought on these.  **Activity: Application to Practice** – This would be a good large group activity utilizing technology or a whiteboard to document the responses.  **Final Reflection** – you can run the last activity directly into the final reflection here. After completion of the activity, have the participants think about the 10 questions from the activity and have them write a reflection based on the three questions here. | (2) |
| **Conclusion and Resources** | **Summary of Key Points** – these would be good to print out and keep with your materials so you can refer to them later on.  **Reflection** – These final six questions tie in all the sub modules. Answer them as best you can. | **Summary of Key Points** – good hand out for the participants to keep.  **Reflection** – Group discussion to answer these six questions would tie up the module well. |  |

**References:**

1. Walvoord, B. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education.* (2nd ed.) San Francisco: Jossey-Bass
2. Maki, P.L. (2010). *Assessing for learning: Building a sustainable commitment across the institution.* (2nd ed.). Sterling, VA: Stylus.
3. Suskie, L. (2009). *Assessing for student learning: A common sense guide.* (2nd ed.). San Francisco: Jossey-Bass
4. Banta T.W., Lund, J.P., Black, K.E., & Oblander, F.W. (1996). *Assessment in practice: Putting principles to work on college campuses.* San Francisco: Jossey-Bass
5. Bresciani, M.J. (2006). *Outcomes-based academic and co-curricular program review: A compilation of institutional good practices.* Sterling, VA: Stylus.
6. Bresciani, M.J. (Ed.). (2007). *Assessing student learning in general education: Good practice case studies.*  Bolton, MA: Anker.
7. Bresciani, M.J. (2006). *Good practices in outcomes-based assessment program review.* Sterling, VA: Stylus.
8. Bresciani, M.J., Zelna, C.L., & Anderson, J.A. (2004). *Techniques for assessing student learning and development in academic and student support services.*  Washington D.C.: NASPA.