**Gathering Data Activities**

***What Is the Relationship Between Planning and the Assessment Process? How Important Is Planning to Effective Data Use?***

***Warm Up Activity***

* Interested in developing more quantitative methods of assessment in class.
* How to get assessment data for class without going through department/university process?
* Should we do IRB to do this?

***Activity: Beginning to Develop an Assessment Plan***

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|  | Questions trying to answer? | Category of data | Source of data? | Timeline/deadlines | Roles and responsible individuals? |
| Department curriculum mapping | Are there gaps in the curriculum? | Assessment of student artifacts from core courses | Faculty teaching those courses | 2017-18 year | Department curriculum and assessment committees |
| Department curriculum mapping | Do my courses meet department goals? | Assessment of student artifacts from survey courses | Me | End of Spring 2017 | Me – collecting artifacts, recruiting faculty to blind assess |

***Final Reflection***

1. Course to program-level goals
2. Needing buy-in from department and other faculty
3. Completed on my own

***What Factors Do I Need to Consider Before Deciding What Data to Gather?***

***Warm-Up Activity***

* Student artifacts from each of my own classes
* Student artifacts from core classes in department curriculum
* Capstone portfolios

***Activity: Analyzing the Factors When Planning to Collect Data***

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| --- | --- | --- | --- | --- | --- | --- |
| **Data Source** | **Educational Input, Output, or Experience** | **Higher or Lower Validity** | **Higher or Lower Reliability** | **High, Low and Type of Process Input Need** | **Intensity of Process: Roles and Timelines** | **Higher and Lower Process Output** |
| End-of-semester student learning outcomes reflections | Output | Medium Validity | High Reliability | Low | Low Students/Me | High |
| Annotated Bibliographies | Experience/Output | High | High | Medium | MediumStudents/Me/Other raters | High |

***Activity: Continuing to Build Your Assessment Plan***

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|  | Questions trying to answer? | Category of data | Source of data? | Timeline/deadlines | Roles and responsible individuals? |
| Department curriculum mapping | Are there gaps in the curriculum? | Assessment of student artifacts from core courses:Direct, flexible, quantitative, learning objectives  | Faculty teaching those courses | 2017-18 year | Department curriculum and assessment committees |
| Department curriculum mapping | Do my courses meet department goals? | Assessment of student artifacts from survey courses | Me | End of Spring 2017 | Me – collecting artifacts, recruiting faculty to blind assess |