# Learning Assessment Research Consortium (LARC)

## Module: Gathering Data

| **Sub-Module** | **Online Delivery - Details/Notes** | **Face-to-Face Delivery – Details/Notes** | **Resources** |
| --- | --- | --- | --- |
| **Introduction** |  | The introduction Video is a short, less than two-minute video that introduces what is covered in the module. | N/A |
|  | **Warm Up Activity:** What questions do you have about the assessment process? Take a couple of minutes and write down your thoughts.  **Activity: Reflecting on Shared Experiences:**  Referring back to the video you just watched, please answer the five questions.  **Activity: Beginning to Develop an Assessment Plan:** Using the activity sheet, complete the table. Refer back to your last two activities to help guide you.  **Final Reflection:** Look back over the three activities, and answers the questions provided. | **Warm Up Activity:** The warm up asks the participants to think about what questions they have about the assessment process.  **Shared Experiences with Planning for Assessment Video:** This video is approximately 20 minutes in length. The speakers talk about their experiences in planning for assessment. It is recommended that the video be watched in full to prepare them for the next activity.  **Activity: Reflecting on Shared Experiences:**  There are five questions asked in this activity. Since the participants have been watching a video for the past twenty minutes, this is a good opportunity to have them work collaboratively in teams to answer the questions and then bring the group back to discuss.  **Activity: Beginning to Develop an Assessment Plan:** Have the activity worksheet available for the participants to use. This activity may take a bit longer to complete than many of the others, (~20 minutes), so plan accordingly.  **Final Reflection:** The participants can answer the first two questions on their own. Once completed, bring everyone back to the larger group and discuss both the 3rd question, and if time allows, they could have an opportunity to discuss the other questions briefly. | (2) |
| **What Factors Do I Need to Consider Before Deciding What Data to Gather?** | **Warm Up Activity:** Create a list of potential data you may want to collect. This is just a first draft, and changed may be needed later on.  **Activity: Analyzing the Factors When Planning to Collect Data:** Refer back to your warm up activity, and complete the activity sheet for this section. This may be an opportunity for you to make changes or additions to your warm up activity as well.  **Activity: Continuing to Build Your Assessment Plan:**  Using the assessment plan you created earlier, work to complete this worksheet.  **Final Reflection:** Using the material you read and the worksheets completed in this sub module, answer the questions provided. | **Warm Up Activity:** Allow the participants a period of time to think about the data they would want to gather, and then create a lit of this potential data. This is just a first draft, and they should be willing to change or rework the list as they move through this sub module.  **Factors to Consider When Planning to Collect Data (1-3):** This content area flows from 1-3, and is broken down for ease of use. You may want to use visual aids or handouts for these three sections.  **Activity: Analyzing the Factors When Planning to Collect Data:** Have the participants review their warm up activity. There is an activity sheet you may download and provide to them.  **An Analysis and Inventory of the Different Kinds of Data Sources (1-3):** As with the Factors to Consider piece earlier, these three sections flow together. There are tables in these sections that by themselves would make for good handouts for the participants to use.  **Activity: Continuing to Build Your Assessment Plan:**  Using the assessment plan they created earlier, and have the participants work to complete this worksheet.  **Final Reflection:**  This sub module has been a lot of lecture and individual work, this reflection allows for working with a partner or small team to complete the questions. | (1)  (3) |
| **What are the Best Practices for Gathering Data?** | **Warm Up Activity:** What do you know about the methods of gathering data? Take a few minutes and write down the different methods you can think of at this point.  **Activity: Reflecting on Shared Experiences:** Talking watching the video, write reflective responses to the questions asked.  **Final Reflection:** Thinking about what you have learned in this sub module, and referring the worksheets and reflective responses you have completed, answer the questions provided. | **Warm Up Activity:** Moving into this sub module can be a seamless transition. Once the final reflection for the last sub module is completed, keep the participants in their pairs or small groups and have them answer the question collaboratively.  **Methods and Approaches for Gathering Data (Video):** This video is twenty minutes in length. It talks about experiences different faculty members or administrators have had when gathering data. As the participants have been working in groups for the last couple of sections, watching this video in full is a good way to bring them back and let them watch together.  **Activity: Reflecting on Shared Experiences:** You can facilitate a class wide discussion on the questions asked here.  **Final Reflection:** Have the participants answer the first two questions, and then discuss the 3rd questions as a large group. | (1)  (3) |
| **Conclusion and Resources** | **Reflection:** In this reflection, use your completed assessment plan as a guide to answer the questions. | **Summary of Key Points:** This is a good page to hand out to the students for them to keep.  **Reflection:** In this reflection, the participants will use their completed assessment plan as a guide to answer the questions. |  |

**References:**

1. Astin, A., & Antonio, A. (2012).  *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education.* (2nd ed.). Lanham, MD: Rowman and Littlefield.
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