# Learning Assessment Research Consortium (LARC)

## Module: Using Assessment Data

| **Sub-Module** | **Online Delivery - Details/Notes** | **Face-to-Face Delivery – Details/Notes** | **Resources** |
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| **Introduction** |  | This video is a short, two-minute introduction to this module. | N/A |
| **How Can and Should Assessment Data Be Used?** | **Warm Up Activity:** Read the short case study provided and answer the questions below.  **Activity: Reflecting on Shared Experiences:**  Think back about what was said on the video, and write reflective responses to the three questions asked.  **Activity: Beginning a Data Use Plan:** In this activity you will be creating a data use plan. Using goals / objectives you previously established, or utilize the sample plans linked.  **Final Reflection:** Looking back on your data use plan, answer questions provided. | **Warm Up Activity:** This warm up includes a short case study with four questions for the participants to answer. You can print out the case study and questions for them, so they have the narrative to refer back to when answering the questions.  **Shared Experiences with Using Assessment Data (Video):** This video lasts just under twenty minutes, sharing the experiences of faculty and administrators in using assessment data to improve teaching and learning.  **Activity: Reflecting on Shared Experiences:**  As the participants have been sitting for thirty minutes completing the warm up and watching the video, this is a good time to have them work collaboratively by working through these three questions through group discussion.  **Activity: Beginning a Data Use Plan:** After instructing the prior section (best practices), describe the Data Use Plan. Have the participants complete the short activity worksheet.  **Final Reflection:**  Working with a partner, have the participants answer the three questions provided. Large group discussion for the 3rd question as well as sharing of ideas for the first two is appropriate. | (1)  (2) |
| **What are the Range of Ways to Use Assessment Data?** | **Warm Up Activity:**  This continues the case study from a prior section. Read through the case study, and answer the questions provided.  **Activity: Choosing Types of Benchmarks:** Using the 10-Benchmarks form the prior section, take a few minutes to think about the strengths and weaknesses of each and complete the activity worksheet.  **Identifying the Information to Analyze and Present (1-4):** Depending on your background, this information may just be a refresher or totally new information. Take your time reading through the four sections. It may be a good idea to print off these sections for future review.  **Activity: Building on You Data Use Plan:** Refer back to the Data Use Plan you created earlier, this activity will build on that plan.  **Final Reflection:**  Using the last activity as a guide, answer the questions provided. | **Warm Up Activity:**  This continues the case study. As in the prior section, the students will need copies of the case study to answer the questions. This warm up have seven questions, and is a bit longer, small group work may be appropriate here.  **Activity: Choosing Types of Benchmarks:** The students will need access to the 10-Benchmarks from the Setting Benchmarks section prior, as well as the activity worksheet to work through this activity. If appropriate for your group, this can be completed as a large group activity facilitated by the instructor.  **Identifying the Information to Analyze and Present (1-4):** These four sections contain information on presenting quantitative values, and statistical terminology. It is a good idea to present this information and depending on the audience, allow time for questions or clarifications throughout. This section may be lengthy to present, and may require a break half way through.  **Activity: Building on Your Data Use Plan:** This reflection build on the data use plan the participants already created. Have the students complete the activity worksheet.  **Final Reflection:**  Using the last activity as a guide, have the participants work together to answer the questions. | (1)  (2) |
| **How Can We Move from Ineffective Uses of Data to Closing the Loop?** | **Warm Up Activity:** Continuing with the case study again, you will need to work through the new data provided, complete the table, and answer the four questions. Take your time and analyze the new information given in the case study.  **Activity: Anticipating and Adjusting for the Audience:** This activity asks questions for you to consider when presenting assessment data to different audiences.  **Final Reflection:** Thinking about that you have learned about using data, complete the questions provided. | **Warm Up Activity:** Continuing with the case study again, the participants will need to work through the new data provided, complete the table, and answer the four questions. This would be a good opportunity for small group work.  **Presenting Data to Different Audiences: Using Data Effectively (Video):**  This video is thirteen minutes long, and talks about how to use the data collected effectively.  **Activity: Anticipating and Adjusting for the Audience:** This activity is a good opportunity for you to lead a facilitated discussion on the questions asked.  **Final Reflection:** Have the participants complete the questions provided. | (2) |
| **Conclusion and Resources** | **Summary of Key Points:**  Save this page for your future use.  **Reflection:** Using your completed data plan, think about the questions asked. If you still have questions, feel free to review parts of this module again. | **Summary of Key Points:** This page is a good hand out to give to the participants for future use.  **Reflection:** Have the participants refer to their completed data plan, and ask the questions provided to the group for discussion. |  |

**References:**

1. Maki, P.L. (2010). *Assessing for learning: Building a sustainable commitment across the institution.* (2nd ed.). Sterling, VA: Stylus.
2. Suskie, L. (2009). *Assessing for student learning: A common sense guide.* (2nd ed.). San Francisco: Jossey-Bass