

Suggested Sampling Procedures for Multi-Section Courses

If a course has multiple sections, it is sometimes difficult to get data/assessment assignments from all sections. In an attempt to reduce the burden of getting all data, the following procedure may be used:

- 1—10 sections: Assessment data from all sections
- 11-20 sections: Assessment data from 10 sections*
- More than 20 sections: Assessment data from 1/2 of the sections*

*Please select sections to be included in data report by randomly selecting from the following groups: (a) Richmond campus; (b) Extended campuses; (c) On-line courses; (D) Part-time faculty; (E) Full-time faculty. *(We understand that these groups are not mutually exclusive, but are provided as examples of populations that should be included in sample.)* Data should be aggregated before submitting.

How many students' assignments do we need to grade?

- Attempts should be made to have all sections of a course assessed, with the understanding that this is not always possible.
- If the assignment is easy to grade than all students' work from assessed sections would be included in the analysis.
- If the assignment is more time-consuming to grade, then a random sample of at least 40 students should be chosen that includes student work from every section that was assessed.
- If the assignment is unusually difficult to evaluate (e.g. oral presentation videos, portfolios) fewer students may be used (negotiated with Assessment Coordinator).

If a department wishes to use a different sampling technique, please include the rationale for the technique/method with the submission of data.

You do NOT need to have the same sample size for each competency. For example, if your assessment instrument includes multiple choice items to measure "Comprehension," and an essay to measure "Integration," then you might report all students' scores for "Comprehension," and a sample of 30 students for integration.

Random Sample Generator: <https://www.random.org/integers/>