**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: *(Optional procedure:  All sections 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.*

Please note.  The procedure of having all instructors in all sections collect the assessment assignment/data should be enforced, **i.e., all students should complete the assignment.**  The only change is that the person responsible for gathering all the assignments/data now has the option of "nagging" only a subset of instructors to get those assignments/data at the end of the semester.

This new procedure is optional and is intended to help those departments who have problems getting data/assignments from every section.

Chairs.  Chairs may want use the data to compare the performance of students in the various groups, e.g., on-line vs campus courses.  However, data should be aggregated before submitting.


**How many students' assignment do we need to grade?** If the assignment is easy to grade (e.g. scantrons) then grading all of the students' work is desirable.  If the assignment is more time-consuming to grade, then choose a random sample: (1) For 1—10 sections choose about 10% of the students' work, with a minimum of 30 students; (2) For more than 10 sections choose about 5% of the students' work.  Fewer students may be chosen for the sample when the assignment is unusually difficult to evaluate, e.g., oral presentation videos, portfolios.  Please contact Jennifer Wies for guidance.

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.