### Assessment purposes or questions:
1. I want to know _____ about what students learn.
2. I want to know ______ about the effectiveness of my program.

<table>
<thead>
<tr>
<th>Learning outcomes / program outcomes</th>
<th>Participants / Sample</th>
<th>Data source (participants, records, secondary datasets, etc.)</th>
<th>Is the data source direct or indirect</th>
<th>Data collection (where the data will come from – surveys, interviews, records, etc.)</th>
<th>Data analysis strategy</th>
<th>Where results will be discussed and how will they be used</th>
<th>Primary decision maker(s) &amp; stakeholders</th>
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</table>
| Learning outcome example:            | Students will compare and contrast leadership theories. | Program participants (students) | Prompt | Direct | Reflection paper / journal entry | Analysis of question using rubric | Curriculum planning meeting | Leadership program director  
Dean |
| Learning outcome example:            | Students who participate in a community volunteer internship will be able to justify public expenditures for the arts. | Art history program students | Prompt | Direct | End of class project | Instructor analysis | Curriculum planning meeting | Faculty  
Program coordinators  
Community arts groups |
| Learning outcome example:            | Staff will list three resources for resolving conflict.  
Staff satisfaction | Staff | Post training survey | Direct (listing resources)  
Indirect (satisfaction) | Survey | Frequencies  
Program | Annual staff retreat  
Agenda item on monthly meetings | Unit director  
VP |
| Program outcome example:            | The program will offer three workshops a semester where students in Jones Residence Hall can interact with students from other identities. | Students in Jones Residence Hall | Number of workshops offered  
Student attendance  
Post-session evaluation | -- | Tracking and monitoring  
Evaluation form | Frequencies | Annual staff retreat  
Monthly staff meetings  
Dashboard | Residence hall staff  
Director |

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1. [https://assessment.illinoisstate.edu/tutorial/measures/](https://assessment.illinoisstate.edu/tutorial/measures/)
2. Program outcomes describe what the program does. Learning outcomes describe what students do. A complimentary learning outcome here could be: Students will document the way their social identities impact engagement with others.
## Assessment Planning Template

University Assessment Services, Illinois State University

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<tbody>
<tr>
<td>1. I want to know ____ about what students learn.</td>
<td><strong>Program outcome example:</strong> I want to ensure that staff attend mental health awareness training.</td>
<td>Staff</td>
<td>Attendance records</td>
<td>-- Training sessions</td>
<td>Frequencies</td>
<td>Training curriculum design meetings</td>
<td><strong>Program leaders</strong> Staff</td>
<td></td>
</tr>
<tr>
<td>2. I want to know ____ about the effectiveness of my program.</td>
<td>By the end of fall 2021, 80% of staff will have attended mental health awareness training sessions as part of the teaching and learning professional development curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Program outcome example:</strong> I want to know if our new suite of business intelligence (BI) tools are effective in helping staff use data to inform decision making.</td>
<td>Staff</td>
<td>Tracking BI usage</td>
<td>Indirect Tracking Surveys</td>
<td>Frequencies and descriptive statistics</td>
<td>Strategic planning retreat</td>
<td>Campus and division leadership Staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>75% of staff will engage with at least one BI tool. When presented with a query, staff will successfully identify the correct application to answer a question.</td>
<td>Tracking BI usage</td>
<td>Staff survey</td>
<td>Tracking Surveys</td>
<td>Frequencies and descriptive statistics</td>
<td>Strategic planning retreat</td>
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</table>
Data Collection Strategies

Reflect on your project and evaluation questions. What is the most meaningful and most practical way to get the evidence you need? Choose one or more (but not too many!) from below and don’t think about the quantitative or qualitative distinction.

<table>
<thead>
<tr>
<th>Surveys</th>
<th>Tracking and monitoring data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews</td>
<td>Observational research</td>
</tr>
<tr>
<td>Focus groups</td>
<td>Archival / records research</td>
</tr>
<tr>
<td>Experiments</td>
<td>Combined designs</td>
</tr>
</tbody>
</table>

What are the advantages and disadvantages of your data collection strategies?

<table>
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<tr>
<th>Data collection strategy or strategies</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| Ex. Focus group about staff conflict resolution | - Hearing direct voices from staff  
- Contextual  
- Staff may appreciate the opportunity to have their voices directly heard  
- Opportunity to hear unexpected findings  
- Can follow up with more questions | - Time and energy  
- Finding a trained facilitator  
- Some charts and graphs  
- Difficult to disaggregate by groups  
- Staff may be reluctant to speak out  
- Time spent analyzing the results |
| Ex. Tracking attendance or monitoring usage, using downloaded data | - Easy to obtain  
- Addresses questions | - Direct information missing (engagement, satisfaction, learning, etc.). |
| Ex. Survey of students, collected through Qualtrics or other survey | - Can reach a large number of people  
- Provides faster responses  
- Can anonymize responses | - Limited to knowledge generated by survey questions |

After you collect your data, how will you code and analyze it?

<table>
<thead>
<tr>
<th>Data collection strategy or strategies</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Focus group about staff conflict resolution</td>
<td>Transcribing audio recordings and using NVIVO for analysis</td>
</tr>
<tr>
<td>Ex. Tracking attendance or monitoring usage</td>
<td>Tables, charts and graphs in Excel or Power BI</td>
</tr>
</tbody>
</table>
| Ex. Survey of students | Analysis: Frequencies, correlations, group comparisons, and other inferential statistics  
Presentation: Tables, charts and graphs in Excel or Power BI |