

# ASSESSMENT PLANNING TEMPLATE

University Assessment Services, Illinois State University

<b>Assessment purposes or questions:</b> 1. I want to know ____ about what students learn. 2. I want to know ____ about the effectiveness of my program.	<b>Learning outcomes / program outcomes</b>	<b>Participants / Sample</b>	<b>Data source (participants, records, secondary datasets, etc.)</b>	<b>Is the data source direct or indirect<sup>1</sup></b>	<b>Data collection (where the data will come from – surveys, interviews, records, etc.)</b>	<b>Data analysis strategy</b>	<b>Where results will be discussed and how will they be used</b>	<b>Primary decision maker(s) &amp; stakeholders</b>
<i>Learning outcome example:</i> I want to know what students learned in a leadership program.	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
<i>Learning outcome example:</i> I want to know if students in an art history program can advocate for the arts.	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
<i>Learning outcome example:</i> Ex. I want to know what staff gain from a conflict resolution training program.	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
<i>Program outcome example:<sup>2</sup></i> Ex. I want to know if students are participating in a diversity workshop and if it is engaging to students.	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

<sup>1</sup> <https://assessment.illinoisstate.edu/tutorial/measures/>

<sup>2</sup> 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.*

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<i>Program outcome example:</i>  I want to ensure that staff attend mental health awareness training.	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.	Staff	Attendance records	--	Training sessions	Frequencies	Training curriculum design meetings	Program leaders  Staff
<i>Program outcome example:</i>  I want to know if our new suite of business intelligence (BI) tools are effective in helping staff use data to inform decision making.	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.	Staff	Tracking BI usage  Staff survey	Indirect	Tracking Surveys	Frequencies and descriptive statistics	Strategic planning retreat	Campus and division leadership  Staff

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## 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.

Surveys

Interviews

Focus groups

Experiments

Tracking and monitoring data

Observational research

Archival / records research

Combined designs

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

Data collection strategy or strategies	Advantages	Disadvantages
Ex. Focus group about staff conflict resolution	<ul style="list-style-type: none"> <li>- Hearing direct voices from staff</li> <li>- Contextual</li> <li>- Staff may appreciate the opportunity to have their voices directly heard</li> <li>- Opportunity to hear unexpected findings</li> <li>- Can follow up with more questions</li> </ul>	<ul style="list-style-type: none"> <li>- Time and energy</li> <li>- Finding a trained facilitator</li> <li>- Some charts and graphs</li> <li>- Difficult to disaggregate by groups</li> <li>- Staff may be reluctant to speak out</li> <li>- Time spent analyzing the results</li> </ul>
Ex. Tracking attendance or monitoring usage, using downloaded data	<ul style="list-style-type: none"> <li>- Easy to obtain</li> <li>- Addresses questions</li> </ul>	<ul style="list-style-type: none"> <li>- Direct information missing (engagement, satisfaction, learning, etc.).</li> </ul>
Ex. Survey of students, collected through Qualtrics or other survey	<ul style="list-style-type: none"> <li>- Can reach a large number of people</li> <li>- Provides faster responses</li> <li>- Can anonymize responses</li> </ul>	<ul style="list-style-type: none"> <li>- Limited to knowledge generated by survey questions</li> </ul>

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

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