**Title of Program:**

**Project Objectives:**

| **Outcomes**  What are outcome(s)/impact(s) of your proposed project on student learning or course goals?  *Is the outcome/impact clear and measureable?* | **Data Collection**  What data are needed?  What methods will you use to collect the data?(see below for suggestions)  *Will the data I plan to collect address the outcome/impact?* | **Analysis**  How will data be analyzed and reported?  *What data analysis will allow me to address the outcome/impact*? | **Timeline**  Identify timeline for collecting, analyzing, disseminating data.  *Is the timeline for conducting the data collection and analysis realistic and feasible?* |
| --- | --- | --- | --- |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |

## Types of Data Collection Methods

It is important to collect data that will help you answer your learning outcomes. Assessment methods do not need to be overly complex or time consuming. Consider the following methods of data collection. You may want to focus on one or combine a few. For instance, you could develop a survey that asks students about their satisfaction with a tool and the extent to which they think the tool enhance their learning. A wide variety of assessment tools exist; below are some of the most frequently used:

***Frequency of Use*** – An unobtrusive technique – record the number of times information was downloaded, number of clicks on certain site

***Satisfaction Surveys to Students/Participants*** - Provide a survey to assess students/participants satisfaction

***Usage Surveys to Students/Participants*** – Provide a survey to assess how frequently students/participants used a resource.

***Self-Assessment of Student Learning*** – Provide a survey that asks students to assess their learning

***Pre/Post Survey*** – Provide a survey before and after the course or activity.

***Engagement Surveys***– The extent to which students/participants were engage in an activity

***Course Activity Observation*** – Observe how students are engaged with an activity.

***Assessment of Student Learning*** – This may be similar to grading. Identify an assignment and record student performance as a proxy for student learning.

***Individual Interviews*** – Conduct individual interviews with students/participants to get richer data than may be possible from a survey.

***Focus Groups*** - Conduct focus groups with students/participants to get richer data than may be possible from a survey. Focus groups allow for more efficient data collection but they may be more difficult to schedule and facilitate.

If you have specific questions related to assessment plans, please contact Ann Gansemer-Topf ([anngt@iastate.edu](mailto:anngt@iastate.edu)), CELT Faculty Fellow.