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Data Collection Instrumentation

**Assignment Overview**

The data collection instrumentation component provides examples of the AI instrumentation that you are proposing to collect data to address the purpose of the evaluation of the selected educational program. In this component, you will write an introduction for each of the data collection instruments you have designed, explaining the value of AI for your proposed evaluation. In accordance with your study of AI instrumentation in this course, you will present your AI-designed interview protocol for qualitative data collection. You will also present your survey for quantitative data collection. In the summary of this component of your course project, you will explain how the data collected will be analyzed to contribute to the evaluation results.

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

* 1. Formulate assessment and evaluation strategies into a program evaluation plan for adult education to promote continuous quality improvement.
     + Design data collection and analysis methods appropriate for evaluation.
  2. Apply AI concepts and techniques to the practice of evaluation.
     + Communicate the value of AI for evaluation in an appropriate and effective manner.
     + Design data collection instruments within the framework of AI data collection.
  3. Communicate in a manner that respects the dignity and integrity of fellow learners, colleagues, peers, and others.
* **Assignment Description**

Using a writing style and terminology appropriate for a professional program evaluation plan, write the component of your Evaluation Plan that describes the data collection instrumentation component of your program evaluation plan. Include the interview questions, the survey, and a summary of how the data collected will be analyzed to contribute to the evaluation results. Please note this component of the plan should be presented in 3–5 pages, so an appropriate writing style is one that is concise, specific, and focused. Provide validation of claims and assertions by including and citing relevant examples and supporting evidence from the assigned readings.

In this component, address the following:

* + How are AI techniques incorporated into the interview questions? How does incorporating AI techniques add value to the interview questions? Present your AI-designed interview protocol (the revised post of the first discussion in Unit 7) after its introduction or in an appendix.
  + To what extent are AI techniques incorporated into the survey? How does incorporating AI techniques add value to the survey? Present your survey (the revised post of the second discussion in Unit 7) after its introduction or in an appendix.
  + How do these tools support the purpose of the evaluation? Address this question in the summary of this component of your Evaluation Plan.

**Submission Requirements**

This component of your evaluation plan should meet the following requirements:

* + Written communication: Written communication is free of errors that detract from the overall message.
  + APA formatting: Resources and citations are formatted according to current APA style and formatting. Headings and subheadings are in accordance with APA formatting.
  + Length: 3–5 typed, double-spaced pages.
  + Font and font size: Times New Roman, 12 point.

Refer to the Data Collection Instrumentation Scoring Guide to ensure that you meet the grading criteria for this assignment.

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# Data Collection Instrumentation Scoring Guide

**Due Date:** End of Unit 8.  
**Percentage of Course Grade:** 15%.

**Note:** Your instructor may also use the [Writing Feedback Tool](http://campustools.capella.edu/redirect.aspx?linkid=2037) to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

| Data Collection Instrumentation Scoring Guide Grading Rubric | | | | |
| --- | --- | --- | --- | --- |
| **Criteria** | **Non-performance** | **Basic** | **Proficient** | **Distinguished** |
| **Formulate evaluation strategies into a program evaluation plan for adult education. 16%** | Does not mention evaluation strategies. | Mentions evaluation strategies but does not formulate them into a program evaluation plan for adult education. | Formulates evaluation strategies into a program evaluation plan for adult education. | Formulates evaluation strategies into a program evaluation plan for adult education and explains why they are appropriate. |
| **Design data collection and analysis methods appropriate for evaluation. 16%** | Does not design data collection and analysis methods for an evaluation. | Designs inadequate or inappropriate data collection and analysis methods for an evaluation. | Designs data collection and analysis methods appropriate for an evaluation. | Designs data collection and analysis methods appropriate for an evaluation and evaluates their effectiveness. |
| **Apply appreciative inquiry concepts and techniques to the practice of evaluation. 17%** | Does not apply appreciative inquiry concepts and techniques to the practice of evaluation. | Attempts to apply appreciative inquiry concepts and techniques to the practice of evaluation, but the attempts are flawed or inadequate. | Applies appreciative inquiry concepts and techniques to the practice of evaluation. | Applies appreciative inquiry concepts and techniques to the practice of evaluation and provides a clear and concise rationale. |
| **Communicate the value of appreciative inquiry for an evaluation in an appropriate and effective manner. 17%** | Does not communicate the value of appreciative inquiry for an evaluation. | Attempts to communicate the value of appreciative inquiry for an evaluation, but the rationale lacks evidence. | Communicates the value of appreciative inquiry for an evaluation in an appropriate and effective manner. | Analyzes the value of appreciative inquiry for an evaluation. |
| **Design data collection instruments within the framework of appreciative inquiry data collection. 17%** | Does not design data collection instruments. | Attempts to design data collection instruments, but appreciative inquiry is applied incompletely or inappropriately. | Designs data collection instruments within the framework of appreciative inquiry data collection. | Designs data collection instruments within the framework appreciative inquiry AI data collection evaluates their effectiveness. |
| **Communicate in a manner that respects the dignity and integrity of fellow learners, colleagues, peers, and others. 17%** | Does not communicate in a manner that respects the dignity and integrity of fellow learners, colleagues, peers, and others. | Communicates in a manner that does not consistently respect the dignity and integrity of fellow learners, colleagues, peers, and others. | Communicates in a manner that respects the dignity and integrity of fellow learners, colleagues, peers, and others. | Communicates in a professional and compelling manner that clearly conveys respect for the dignity and integrity of fellow learners, colleagues, peers, and others. |