1. What is your goal? What is the problem you are attempting to examine? For example,
   i. A reformatted chemistry lab improves interest in the field
   ii. Student research experiences foster content knowledge equivalent to upper-level courses
   iii. Online resources are used as frequently as printed material and students learn as much from reading it
   iv. Students work better in small groups
   v. How do student attitudes relate to content mastery and long-term retention?
   vi. Does the flipped classroom model promoting learning and engagement?
   vii. Does a proficiency-based assessment paradigm lead to increased student learning and engagement and improved attitudes?
   b. Make it succinct.
   c. Make it evaluable.
   d. Return to your goal at decision points along the way.

2. What is your control or comparison?
   a. External controls
   b. Pre/post design or longitudinal study (multiple time points)
   c. Controlling/adjusting for other factors
      i. Past student performance (GPA)
      ii. Student demographics
      iii. Etc.

3. How are you measuring “success” or factors that affect it?
   a. Use instruments that are already available when possible
   b. Qualitative measures are important
      i. Fidelity of implementation - did the students do what they were supposed to do
      ii. Interviews - How did it work? What were

4. Share your results! Who is your target audience?
   a. Personal
   b. Department/Internal - VITAL Teaching and Learning Strategies
   c. Publication/External (How is this used in tenure/promotion?)
      i. Discipline- or education-based journals
      ii. Get IRB approval (It’s painless)