

EVALUATION PLAN FOR THEGOODLIFE101.COM ONLINE CMS EXPLORATION COURSE

Dear Mr. and Mrs. Martin,

We appreciate the opportunity to submit our proposal for this worthwhile project.

Our Evaluation Revision Proposal for *TheGoodLife101.com CMS Exploration Course* includes the following items:

- An Executive Summary
- The Evaluation Goals and Scope
- A Summary of the Evaluation Process
- An Overview of the Evaluation Instruments
- A Description of the Data Collection Methodologies and Timeline
- A Description of the Analysis Process
- The Proposed Evaluation Instruments

If you have any questions, please do not hesitate to call. I will follow-up next week and set a time to meet to discuss the next step.

Sincerely,

Terri Krause

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October 12, 2014

Prepared Especially for

DREAMSWORK

EXECUTIVE SUMMARY

Purpose of Evaluation

This evaluation revision proposal is in response to a request by stakeholders in DreamsWork, Inc. to assess the first in its series of online courses for usability, effectiveness, and impact. Currently, 50% of DreamsWork Scholars, as college freshmen, demonstrate a lack of competency in utilizing the college/university Content management system(s) (CMS), which it is believed contributes to sub-standard academic progress. The purpose of this evaluation is to determine whether *TheGoodLife101.com CMS Exploration Course* effectively engages students and provides the necessary knowledge, tools and practice for them to achieve a level of competency that translates significantly to greater probability of college success.

Primary Objective

The purpose of this evaluation is to provide data that can be used to make improvements to *TheGoodLife101.com CMS Exploration Course*, determine the validity of the current program and methodology, and provide insight appropriate to the value of this (type of) course as it relates to the desirability of developing similar first generation college success preparation courses in the future.

Summary of Evaluation Plan

While the course was initially launched with embedded assessment and evaluation forms, they were created with little understanding of best practices. This Evaluation Proposal utilizes Kirkpatrick's evaluation framework and includes revised instruments that provide better data collection for analyzing learner reaction, assessing achievement of learning/competency, determining level of transfer of concepts and skills to the academic environment, and gauging achievement of desired objectives/results. The evaluation report will be used for program improvement and planning purposes.

Key Assumptions

Given student feedback over the past five years, a pattern has emerged that indicates academic success or failure:

- 1) Students who are not familiar with the academic institution's CMS, or who do not utilize it are more likely to be dismissed due to academic failure;
- 2) Students who are unaware of their grades at a point in time during the semester are more likely to be in academic distress;
- 3) Students who do not follow the Syllabus are more likely to fail;
- 4) Students who do not know where to find their course schedule and/or grades are more likely to experience serious academic issues.

Therefore, *TheGoodLife101.com CMS Exploration Course* was developed to address these issues and this evaluation will include elements that rely on these assumptions as rationale for inclusion in the proposal.

KEY FINDINGS

The following template should be followed to present the findings of this evaluation plan:

Baseline data was gathered from a number of sources.

- 1) Historical GPA data was collected from DreamsWork to use to compare against GPA data of CMS participants.
- 2) Level 1 Baseline data was gathered from two initial surveys:
 - a. Technology Survey (online)
 - b. Course Improvement Survey (online)
- 3) Level 2 Baseline data was collected from:
 - a. Knowledge Survey QUIZ: What is a CMS? (online)
- 4) Mid-Course Level 1 data was collected from four online instruments:
 - a. Technology Survey 2 (online)
 - b. Course Improvement Survey 2 (online)
 - c. Group Work Survey
- 5) End of Course data Level 1 data was gathered from 1 source:
 - a. Course Improvement Survey 3 (online)
- 6) End of Course data Level 2 data was gathered from 2 sources:
 - a. QUIZ: What is a CMS? 2 (online)
 - b. End of Course Assessment (online)
 - c. NOTE: Ancillary data that will have scores is the Final Full Evaluation Project from Week 7 (online)
- 7) Control Group data was gathered for Level 3 and Level 4
- 8) Level 3 CMS Course Participant Data was collected from 4 email survey sources:
 - a. Excerpted Final Evaluation Mini-Project
 - b. Student Progress Report Email Survey
 - c. Student Progress Report Email Survey 2 (end of Semester 1)
 - d. Student Progress Report Email Survey 3 (end of Semester 2)
- 9) Level 4 data was collected from the DPA Data Compilation Report based on DreamsWork's historical and current records

Based on the results the results can be summarized as follows:

- 1) Level 1 data indicated the following programmatic changes are indicated that will improve the effectiveness of the course: _____
- 2) Level 2 data indicated students do / do not achieve mastery of a CMS by participating in TheGoodLife101 CMS Exploration Course.
- 3) The Level 3 assessment tools indicate / do not indicate a transfer of the knowledge and skills to the Freshmen year college experience.
- 4) Level 4 data indicates there is / there is not a significant difference in the mastery of coursework when an introductory CMS course is completed prior to beginning freshman year. This mean:

- 5) Level 4 data indicates the CMS intervention program is / is not achieving its goal of helping students better acclimate to and succeed in the college academic environment. For this reason
_____.

Because of the amount of revisions necessary to create this Evaluation Plan, the reporting methodology will be included as a template.

Once implemented, reporting will be as follows:

- Month 1+ One Week, reporting on the initial QUIZ *What is a CMS?* (Appendix L), and the Week 1 and 4 *Course Improvement Survey* (Appendix J) and *Technology Survey* (Appendix K)
 - Note Score of Quiz. This serves only as a baseline and no action required.
 - Table 1.2 *Action Indicators* trigger performance follow-up and/or training adjustments which follow:
 - The following is dependent on whether a control group or pre-test was used for the Week 7 *End of Course Assessment* comparison: The _____ assessment was administered using a (control group or pre-test) and serves as a basis of comparison to measure the change in learning. The change in learning for each item has been summed, averaged and converted to a percentage

as follows: (Create a table). The total percentage change in learning has also been calculated across all items: _____.

- Technology factors will have two evaluations by week 4. The technology results per item are as follows: (Create Table). The technology score as a percentage is: _____. Technology issues should be rectified or solutions should be in-process.
- Qualitative comments have all been recorded, reported and should be considered of utmost importance. Action should be taken where necessary. Information on any action requiring funding or administrative decisions has been disseminated and is on the calendar for further discussion.
- Month 2+ One Week: Reporting on all assessments noting degree of change
 - Week 7 QUIZ *What is a CMS? (Appendix L)* have been compared with Week 1 results and a learning score recorded as follows: _____. Comparing them to the Table 1.2 **Action Indicators** we have determine the appropriate follow-up is: _____
 - Administration of *End of Course Assessment (Appendix N)* has been performed with both a control group (or as a pre-test) and the student group and the results compiled and compared (see note in Month 1+ One Week). The degree of change per item is: (Create Table). The overall percentage increase in learning score is: _____,
 - Change for all Level 1 items has been calculated and reported. Week 1 *Course Improvement Surveys (Appendix J)* show (positive/negative) change. *Group Work Survey (Appendix M)* report has been disseminated and items to be addressed have been placed on the calendar for discussion.
- Month 3, report on all assessments for the quarter with change and recommendations.
 - All **Action Indicators** should show a positive trend. Indicators showing no progress require a more in-depth assessment; including taking a look at the course reports within the CourseSites module for attrition rates, use rates, stopping points, and so on.
- Quarterly reporting will begin after the first quarter as long as progress is evident. All Action Indicators should show a positive trend. For those that do not, further assessment is recommended.
- The 1 Year Report should show achievement of an average score of ≥ 4 for all items, and an overall average score of ≥ 4 for each Level 2 survey. **Note:** It is possible to score a 3 with 66% of the responses totaling ≤ 2 , if the remaining 34% are scores of 5. Because of this, an overall score of ≥ 4 is desirable. If the goal is not reached, the report will indicate the amount of discrepancy and suggest further assessment to determine a plan of action.
- Scores of $\leq 70\%$ on the *End of Course Assessment (Appendix N)* may indicate the desirability of using a focus group to participate in the training. In-depth qualitative assessment could then be performed using individual interviews and group discussion sessions. **Note:** prior to spending funding on this, a look at the course reports within the CourseSites module should be performed and the results analyzed.
- Level 3 Behavior change was evaluated by two instruments and used a Control Group:
 - First, a modified version of the final project called the *Excerpted Final Evaluation Mini-Project* was administered and the results compared against the in-class project for the same items to judge whether students retained the information learned. A score of 70% or above was required to indicate transfer.
 - Further, three Student Progress Report Email Surveys were administered with a ____% response rate. These surveys asked questions about the student's grades, use of the Syllabus and use of the CMS. Results were tabulated and compared with a Control Group to determine the level at which students were using the knowledge and skills learned in the course of their day to day life. TheGoodLife101.com CMS Exploration Course Group scored a _____ as compared with a _____ for the Control Group indicating _____.
- Level 4 results were based on an analysis of student GPA's compared with the same Control Group as well as a secondary Control Group comprised of past students' based on historical data. TheGoodLife101.com CMS Exploration Course Group scored a _____ versus a _____ for the Control Group and a _____ for the historical Control Group. This indicates the training program _____ and _____.

Recommendations

Without taking action, the measurement of program success is worthless. DreamsWork stakeholders are fully vested in this process and will use the results of the Evaluation for the improvement of the *GoodLife101.com Online CMS Exploration Course*.

Final Recommendations:

- Monitoring should continue on at least a quarterly basis to maintain the integrity and value of the program. This Evaluation Plan will provide ongoing online and email instruments and methodology for administration and analysis for Levels 1 through 3; as well as a framework in which to measure current course participants against historical data groups.
- Spot checking of the assessments periodically can help catch problems before they cause irreparable harm.
- Even though this program may be run with little interaction from an instructor, the addition of an instructor presence has been shown to improve the satisfaction with online training programs (Andersen, 2009).
- It is recommended that a full four level evaluation cycle be completed at least once every four years, and this is very possible with the current structure and data collection tools in place.

IDENTIFICATION OF EVALUATION GOALS AND SCOPE

Program Description

DreamsWork, Inc. was founded in 2000 with a \$1 million endowment from the Martin Foundation. The original intention was to provide one-to-one mentoring to first generation, under-represented students in the Elkhart Community School system beginning in the 4th grade. By 2012, with dollars depleting and the third group of students (23 total scholarships) in college, DreamsWork made a bold effort to increase its reach so as to open up additional funding sources by beginning a club format for the 2013-14 school year. Within weeks, the size of the program had doubled to nearly 300 students.

On the college level, interviews revealed that the growth sparked an unexpected repercussion involving the Content Management Systems (CMS) students were required to use to manage their coursework. This new technology presented a serious challenge for the first generation students at a critical time when they were attempting to transition from a fairly non-rigorous high school curriculum to the realities of the college educational environment; but, because of the increase in students on the high school level, personalized training (once offered) was now infeasible. Stakeholders determined the most expeditious solution was an online training course which was developed in March 2014.

Instructional Product Description

TheGoodLife101.com CMS Exploration Course is offered entirely online, focuses on skills required for the more universal functionality of a Blackboard-based CMS, and is hosted on CourseSites. The course includes 8 modules that cover the most commonly used tools of a CMS, as well as some general college concepts (i.e., Syllabus), which were known through interviews to be causing confusion. The course includes instructional videos, 3rd party tutorials, written instructions and aids, a 3rd party matching game, and individual and group practice sessions. It also includes an incentive for successful completion.

While the course is designed to be completed over an 8-week period (one lesson per week), it is broken up into parts that can be used separately (stand-alone) as a type of tutorial system. The lessons are also short enough that the entire course can be completed in a one-day seminar. There is no penalty for non-completion, or for using the course on an as needed basis; however, the incentive of a *Wall of Fame* has been added to motivate students to finish.

Finally, video explanations and course aids are provided that allow the course to be completed without the interaction of an instructor/facilitator should a student simply want to learn without formal interaction; however, the presence of a facilitator is considered an important component of successful completion of the course.

Product Delivery and Scope

DreamsWork seniors are required to take the course during the summer following senior year as a condition of their scholarship. The course begins two weeks after the end of senior year and must be completed by July 31st. The exception will be any student attending the IU Bloomington summer Groups program. Students are placed into groups of up to 16 students each. It is hoped the group interaction will also enhance completion rates. Students will take the course from their homes except in the few instances where the students lack internet access. Computers are provided for those who do not have a computer and/or internet access.

In addition current DreamsWork college freshmen are to be directed to the course as issues arise during the semester that directly relate to the CMS. An example of this is when a student is asked about their grades, and their response is indicative that they either do not know how to check them or are not actively using their CMS to monitor their grades. In this case, start/stop dates vary as does the level and type of information each college student views. These students are considered peripheral and are not initially included in the evaluation.

While the initial roll-out (March 2014) was developed for the DreamsWork high school senior population and freshmen college students, ages 17-19, it is hoped that once refined, the course can be made available to the U.S. high school senior population at large. School personnel can use the course to prepare their seniors for the college experience. Additional coaches/facilitators can be added and assigned to groups; or, the course can be run as a self-directed success aid with minimal instructor/facilitator interaction.

Primary Evaluation Objective:

Over 50% of the DreamsWork students struggle with understanding and incorporating the CMS into their daily college experience. Because of the mission critical nature of the skills and technology(ies), DreamsWork stakeholders believe that 100% of the incoming college students must understand the purpose, recognize and understand the functionality, and be able to successfully navigate a CMS—or risk failure at the college level. The objective of this evaluation is to determine:

- 1) Is *TheGoodLife101.com CMS Exploration Course* facilitating understanding of and competency with the CMS systems used by participating incoming college freshmen?
- 2) If so, what is the level of impact?
- 3) Does that competency correlate significantly with academic success?

Learner Analysis

The DreamsWork student population is 85% Hispanic, 10% African American and 5% Caucasian. 95% of the students are on free and/or reduced lunch. The students using the course are between 17 and 19 years of age and have fundamental computer skills (keyboarding, internet browsing, word processing, copy/paste, photo insertion, etc.). Nearly all of the Latino students are ELL, so the course was designed with video and audio files as well as text to serve as additional sources of support. Over 95% of the students use facebook or some form of social networking; and all have email addresses. All have filled out online forms. 50% have taken an online course (Plato or Apex) through the high school.

Stakeholders

Frank and Marsha Martin are the founders of DreamsWork, and together with the Board of Directors and the DreamsWork Program Directors are the main stakeholders with a vested interest in the success of the program. Additionally, the students have a stake in the success of the course as their funding is directly tied to their academic achievement.

NOTE: While the schools, coaches and facilitators would (at the point they join) become stakeholders, the scope of this evaluation must be limited to the current DreamsWork personnel due to time and budget limitations as well as the difficulty regulating the involvement of external students and facilitators.

Evaluation Goals

The goals of this Evaluation Plan are as follows:

- 6) To collect Level 1 (student reaction) data to determine if any programmatic changes are indicated that will improve the effectiveness of the course;
- 7) To compare knowledge and skills of students prior to and following completion of TheGoodLife101.com course to determine the effectiveness of the course in helping students achieve mastery of a CMS (Level 2—Learning);
- 8) To assess transfer of the knowledge and skills to the Freshmen year college experience (Level 3—Behavior);
- 9) To assess whether there is a significant difference in the mastery of coursework when an introductory CMS course is completed prior to beginning freshman year (Level 4—Results);
- 10) To determine if the program is achieving its goal of helping students better acclimate to and succeed in the college academic environment (Level 4);
- 11) To establish an electronic evaluation system that provides on-going monitoring of Levels 1,2 and 3 data.
- 12) To make recommendations as to the continued investment in the *CMS Exploration Course* in particular, and *TheGoodLife101.com* online series as a whole.

DESCRIPTION OF THE EVALUATION PROCESS

The proposed evaluation process is based on the Kirkpatrick and Kirkpatrick (2006) framework and evaluates all four levels of the training program. A Gantt Chart is provided in Appendix I and a Data Collection Chart in Table 1.2. One unique advantage of this program is that the DreamsWork student financial aid is tied to both successful completion of the course and maintenance of 2.5 high school and college GPA. Students are also required to submit intermittent reports, and official and unofficial transcripts to DreamsWork for financial aid consideration. Student grade records are/have been maintained and can be used for comparison purposes; and, the evaluation process can include hard data for Levels 3 and 4 in conjunction with current reporting procedures. Table 1.1 shows an overview of all testing instruments for all levels. DreamsWork has been kind enough to offer complete access to all historical data and any resources they may have at their disposal.

Overview

TABLE 1.1 THE GOOD LIFE 101 TESTING INSTRUMENTS		
Level 1		
APP-A	Course Improvement Survey	Weeks 1, 4, 8
APP-B	Technology Survey	Weeks 1, 4
APP-D	Group Work Survey	Week 5
Level 2		
APP-C	What is a CMS?	Week 1 pre-test / Week 7 post-test
APP-E	End of Course Assessment	Week 7
Level 3		
APP-F	Excerpted Final Mini-Project	Week 7
APP-G	Student Progress Report	Freshman year: Week 3, Mid-Semester, End of Semester 1, End of Freshman Year
Level 4		
APP-H	GPA Data Comparison Report	End of 1 st Semester Freshman Year / End of Freshman Year

Level 1 Methodology with Rationale

All Level 1 instruments are administered online and are embedded into The Good Life 101 CMS course. Each instrument includes the instructions to the student detailing the steps to complete the assessment. All assessment instruments (Levels 1-4) are available in the Appendices, and a sample lesson is also available in Appendix I.

While TheGoodLife101.com CMS Exploration Course was developed with the expressed prior student experiences in mind, delivery should be evaluated and tweaked for maximum quality of user experience and effectiveness. The Level 1 data will give stakeholders the ability to gauge: 1) Student engagement with the design and content; 2) The possible areas of technical difficulty that may require additional support; 3) The level of proactive problem solving (as a variable to potentially measure differences in overall student success); and, 4) The perceived value and difficulty level of group work.

Level 2 Methodology with Rationale

Two Level 2 instruments measuring student learning are embedded within the lessons as a pop-up. The first 10 question matching assessment **QUIZ: What is a CMS?** (Appendix C) focuses on the definition, functionality and use of the main parts of the CMS and is presented at the beginning of Week 1 and then again at the beginning of Week 7. The second 20 question multiple choice **End of Course Assessment** is administered at the end of Week 7 (Appendix E) and includes a variety of concepts covering the structure of the CMS and the purpose of various parts; measuring the student's overall understanding of the role the CMS plays in college academics. While the original assessments were embedded; they were not required in order to progress through the course—thus not ensuring a 100% response rate. The proposed instruments will preclude moving on without submission of the evaluation form.

Each instrument includes the instructions to the student detailing the steps to complete the assessment. The Level 2 data will demonstrate the level of learning and mastery of the critical concepts and components of any CMS system; and, will allow stakeholders to determine if the course does promote learning and if so at what level. Results will be compared by student before and after course participation as well as against a control group. Individual items will be compared across groups and the data used to make improvements to the course content. Total scores will also be tabulated, averaged and compared to assess differences in learning between pre-test/post-test responses as well as between Control Group vs DreamsWork student participants.

The primary learning objective states that “100% of the incoming college students must understand the purpose, recognize and understand the functionality, and be able to successfully navigate a CMS.” For this reason, evaluating Level 2 competency is critical to meeting the overall goals of the DreamsWork organization.

Because of the difficulty in assembling a control group without incentives, DreamsWork will offer an incentive of \$10 i-Tunes or Starbucks gift cards to 48 current high school seniors who are not slated to participate in the course to participate in both Level 2 assessment instruments. A user group will be set up specifically for these students and their scores compared against the DreamsWork student scores. As an additional incentive, Control Group participants will be invited to enroll in the course following the administration of the assessments; but, will be kept separate for data collection purposes. The Control Group will be chosen based on the demographic and academic parameters identified in this year's DreamsWork senior class.

Level 3 Methodology with Rationale

Kirkpatrick's Level 3 is the measurement of the transfer of learning to behavior. While difficult to assess, the value of training is in its effectiveness to cause change at the behavioral level. The knowledge, skills and competencies presented in *TheGoodLife101 CMS Exploratory Course* are skills that can impact a student's ability to succeed at the college level when implemented.

For these reasons, a Level 3 methodology is proposed as follows: The course construction currently includes a full end of course *Final Evaluation project* as a proof of competency component. Each learning

objective is tested for student mastery and scored. The student's ability at this point in the program gives an indication of learning immediately following instruction and can be used for a baseline measurement of knowledge and skills. The scores that are collected, can be tabulated and averaged by item as well as for an overall baseline competency level.

What is needed, however, is a later look at whether the students are using the tools (knowledge and skills) introduced in the course as a part of their daily academic experience. This can be accomplished in two ways:

- 1) College freshmen will be asked to complete an *excerpted version of the assessment* again at the beginning of their second semester. This would allow enough time for attrition to weigh in; but, also enough time to integrate the knowledge and skills learned in the course into the student's academic routine. Key task would be identified and compared with the end of course Final Evaluation by item and overall.

Methodology: An email invitation will be sent to each student with a login for the *The Good Life 101 CMS Exploratory Course* website. The site will open upon login to the *Excerpted Final Evaluation Mini-Project* (Appendix F) discussion board with directions for the completion of five questions which correlate directly with the original *Final Evaluation* project. **NOTE:** Consider an incentive to increase response rate. The desired response rate is 100%.

- 2) A follow-up ***Student Progress Report*** email survey (Appendix G) will be administered once the student begins freshman year at college, and then repeated several times during the year following course completion to determine the extent to which the learning has become a part of daily life.

The follow-up *Student Progress Report* survey would focus on several key indicators:

- 1) **Do students know their grades?** If they do not, they are not using one of the most important parts of the CMS and one of the main features that facilitate student academic success.
- 2) **Does the student reference the Syllabus?** If not, the student does not exhibit an understanding of the importance of the Syllabus although it is emphasized in the online course.
- 3) **Has the student used the CMS and if so for what functions?** A list of functions will be offered as well as a place to write in a response. Students will also be given an opportunity to submit screenshots of work/posts/interaction they have entered into the various parts of their CMS for a chance at a \$25 Amazon gift certificate.
- 4) **Can students list their classes and their grades for each class** at the time they take the survey? This will demonstrate the student's ability to find the class schedule as well as the grading section of the CMS.

Level 4 Methodology

Level 4 data and analysis helps meet the following objectives:

- 1) To assess whether there is a significant difference in the mastery of coursework when an introductory CMS course is completed prior to beginning freshman year;
- 2) To determine if the program is achieving its goal of helping students better acclimate to and succeed in the college academic environment.

Kirkpatrick's Level 4 focuses on whether the training achieves the objectives for which it was designed. If the training objective is to "help students better acclimate and succeed in the college academic environment"; then, we must be able to link a student's participation in the course with increased retention and the overall academic success of participating students. And, we must show that there is a significant difference between participating students and demographically similar students who do not take the course.

Grade Point Average

The Level 4 methodology will take the data collected during the normal course of administering the financial aid component of the program at the end of the first semester as well as year-end, tabulate (Appendix H) it and compare the average GPA of the students who have taken *TheGoodLife101 CMS Exploration Course* with the average first semester GPA of the Control Group—the prior years' cohorts

of similar students—at the same colleges/universities, as well as the overall average GPA of the group as a whole (See *GPA Data GPACompilation Report*, Appendix H). Where population size is small, results will be adjusted for statistical accuracy. We will also solicit the Control Group selected for Level 3 assessment to engage as many as possible to submit the same academic data for purposes of comparison. In order to obtain the highest possible participation, we will not require personal identifiers from the Level 3 Control Group if we detect hesitation.

Because DreamsWork has historical data going back five years for college freshmen, the use of prior students as a Control Group is possible and practical. The historical data includes student demographics, high school GPA; college attended, college drop-out rates, completion rates and courses taken; as well as college GPA. Also, because the DreamsWork student financial aid is tied to both successful maintenance of a 2.5 high school and college GPA, and because students are required to submit transcripts for financial aid consideration, using historical data as the control group and adjusting for any disparities in the samples and any ancillary changes in programming gives DreamsWork the unique ability to reliably assess whether *TheGoodLife101 CMS Exploration Course* intervention has had an impact on student academic success.

A Caveat GPA is understandably not the only indicator, because while it may be affected by a student's lack of technical understanding and/or skills, it can also be affected by a wide range of factors, including but not limited to proper advising, family and personal mitigating factors, acclimation to college life in general, student aptitude, motivation and so on. These should also be accounted for; but, are outside the scope of this project. For this reason, we will factor in the other possible influencers and rely on statistical analysis to give us a range of certainty that the CMS course produced the difference in results.

DATA COLLECTION AND ANALYSIS

All of the Level 1 and 2, and one of the Level 3 instruments will be administered online and will be embedded into *The Good Life 101 CMS Exploration Course*. Each instrument includes the instructions to the student detailing the steps to complete the assessment. Table 1.2 below shows the *Data Collection Plan* by evaluation level with the associated objectives and assessment criteria. See Appendices A through H for the actual testing/data collection instruments.

MEASUREMENT INSTRUMENTS OVERVIEW

Level 1 Evaluation Instruments

The Level 1 data measures:

- 1) Student engagement with the design and content;
- 2) The possible areas of technical difficulty that may require additional support;
- 3) The level of proactive problem solving; and,
- 4) The perceived value and difficulty level of group work.

Level 1 Instrument 1: To measure student reaction and engagement in course design and content: A five question Likert Scale Level 1 *Course Improvement Survey (Appendix A)* that looks at the student reaction to the course and instructor including the content, videos, and ease of use. This survey is repeated in Weeks 1, 4 and 8.

Level 1 Instrument 2: To measure any areas of technical difficult requiring additional support: A second five question Likert Scale Level 1 *Technology Survey (Appendix B)* pops up in the middle of Week 1 and allows the student to give feedback on the website design, technical issues encountered, and whether the student sought technical help and if so, from what source? Originally, the technology was assessed along with the course content. This is confusing and lengthy. Separating it out splits up the time and content types and should yield more thoughtful and helpful responses. This survey is repeated in Week 4.

Level 1 Instrument 3: To measure the value of and student reaction to the group work component of the course: At the end of Week 5, students will participate in a five Question Likert Scale *Group Work Survey (Appendix D)* to assess their reaction to the group work component of the instruction. Group

work in this type of environment is questionable as the course is ungraded and a voluntary (although heavily weighted) summer program. This survey will assess the student's belief in the value of the group work as it pertains to this course, the student's level of enjoyment of the group component of the course, and asks the student to report on how well the group worked together and whether they encountered any difficulties. The results of this survey will be used to determine if group work should continue to be included in the course.

Level 2 Evaluation Instruments

Two Level 2 instruments are proposed.

Level 2 Instrument 1: A concept overview instrument—*QUIZ: What is a CMS? (Appendix C)*—that evaluates understanding and knowledge of 10 basic concepts related to a CMS system. The data from the pre-test in Week 1 will be averaged both by question and as a whole and compared with the data at the end of Week 7. The resultant quantitative evidence will show the level of learning that can be directly attributed to the content and student's overall involvement in the course.

This 10 question matching QUIZ: *What is a CMS?* (Appendix C) will be administered at the beginning of Week 1 to determine what if any of the concepts/components of a CMS are familiar to students. At the beginning of Week 7 this same quiz will be presented and the data compared with the Week 1 results to assess the change in learning. Results will be averaged both per question and as a whole to show any concepts that may need further explanation as well as the change in learning as a result of participation in the program.

Level 2 Instrument 2: The *End of Course Assessment*—(Appendix E) is an on-line pen and paper test that assesses **knowledge** of all learning objectives for the course. It is recommended DreamsWork offer a small incentive for successful completion of this instrument (> 70% correct responses), such as a \$5 Starbucks or iTunes gift card to encourage student engagement. While students will most likely complete the course as a requirement for financial aid consideration, it is expected that a small, tangible, readily available incentive will increase student attention to course content vs simply course completion. This assessment will be administered at the end of the Week 7 for students who are enrolled in the course.

NOTE: Both Level 2 assessments will be made available by invitation only to a select group of students who will make up the control group. These students will participate in the evaluation instruments without any course or content introduction. Their results will be kept separate and used to compare with the results of participating DreamsWork seniors.

Interspersed throughout the weeks are additional practice activities that are scored—making it possible to develop them into Level 2 evaluation instruments if further data is deemed desirable.

Level 3 Evaluation Instruments

Two Level 3 evaluation instruments have been proposed.

Level 3 Instrument 1: Is already a part of the course itself—The end of course *Final Evaluation Project*. This assessment is not included in this report as it is considered a part of the course and provides baseline data only. The items that will be tabulated and compiled can be seen in the *Excerpted Final Evaluation Mini-Project* (Appendix F). To review the entire project, please see *The Good Life 101 CMS Exploration Course, Week 7*. This project is set up to require demonstration of knowledge and skill and to score individual concepts and skills as well as to provide an overall competency score. The full project is a Level 2 tool that does provide information on skills learned; but, not yet transferred to the real world environment. When this project is introduced during Week 7, students should be informed that they will be asked to perform an excerpted version (five questions) of the project, the *Excerpted Final Evaluation Mini-Project* (Appendix F) at the end of Semester 1. The excerpted items from the two projects will then be compared both by item as well as for an overall competency score; and, a report generated. It is expected that scores will decline over time unless the knowledge and skills are being used and transferred.

NOTE: Consider an incentive for student participation.

Level 3 Instrument 2: This is a follow-up *Progress Report* email survey (Appendix G) which will be sent out three times following the completion of the course: 1) Two weeks after the beginning of the first semester; 2) At the end of the first semester; and finally, 3) One last time at the end of the first year. Intermediate scores will be tabulated as each assessment is administered and compared across assessments and time.

Level 4 Evaluation Instruments

Level 4 Instrument 1: One Level 4 assessment will be conducted, comparing historical and current GPA data provided by DreamsWork. Data will be compared by CMS trainees, the Level 3 non-trainee Control Group, and previous DreamsWork college freshmen with similar demographics and academic backgrounds. Because no actual instrument will be required, we have provided the *Level 4 GPA Data Compilation Report* in the Appendix H. Because the grades are not immediately available and the compilation of the data will take some time, it is estimated that we will have numbers 45 days after the end of each semester.

DATA COLLECTION AND ASSESSMENT PLAN

Table 1.2 THE GOOD LIFE 101 TESTING/MEASUREMENT INSTRUMENTS					
Evaluation Level	Timing	Required	Name/Type of Instrument	Intended Purpose Objective	What Will Determine Success?
1	Wk 1 end Wk 4 end Wk 8 end	X	Course Improvement Survey (Appendix A) A five question, Likert Scale Survey covering: website, content, videos, aids, ease of use, would recommend	To assess student reaction to course components that may inhibit learning so as to be able to modify/improve them to facilitate learning	An average score of ≤ 3 on any item will require further assessment of the individual results. Action Indicator: If $> 66\%$ of the responses for any one item are ≤ 3 ; or, if any average score is ≤ 2 on any one item, follow-up will include random phone or email interviews with more in-depth questions specific to the item. Further, an overall combined score for all items of ≤ 3 will initiate a closer analysis of individual scores.
1	Wk 1 mid Wk 4 mid	X	Technology Survey (Appendix B) 5-question (Likert) Survey w/comments. Experienced problems with technology;? Sought help? Source of Help? Comments?	To detect student reactions to technologies that may negatively impact learning	An average score of ≤ 3 on any item will require further assessment of the individual results. Action Indicator: If $> 66\%$ of the responses for any one item are ≤ 3 ; or, if any average score is ≤ 2 on any one item, follow-up will include random phone or email interviews with more in-depth questions specific to the item. Further, an overall combined score for all items of ≤ 3 will initiate a closer analysis of individual scores.
2	Wk 1 beg Wk 7 beg	X	What is a CMS? (Appendix C) 10 question quiz matching the parts of the CMS with the functionality/use or definition	To assess whether learning occurred. Recommend Control Group.	Week 1 scores serve as a benchmark only; and will be used to determine the level of change compared to the Week 7 assessment. Because of the format (matching) of this quiz, a total score of 80% on the Week 7 assessment is considered successful. Action Indicator: Score below 80% requires follow-up. Control Group: Item scores and total scores will be averaged and compared to a Control Group (see methodology) to determine if significant differences exist between students who have taken the course and those who have not.
1	Wk 5 end	X	Group Work Survey (Appendix D) 5-question (Likert) opinion survey about value of group work,	To assess student reaction to the group work component of the instruction	An average score of ≤ 3 on any item will require further assessment of the individual results. Action Indicator: If $> 66\%$ of the responses for any one item are ≤ 3 ; or, if any average score is ≤ 2 on any one item, follow-up will include random phone or

			enjoyment, problems encountered, working together and comments.		email interviews with more in-depth questions specific to the item. Further, an overall combined score for all items of ≤ 3 will initiate a closer analysis of individual scores.
2	Wk 7 end	X	End of Course Assessment (Appendix E) 20 question multiple choice test covering all learning objectives	Online Pen /Paper Multiple Choice Test to determine if learning objectives were achieved. Recommend Control Group.	A total score of 70% will be considered successful due to the voluntary and unguided nature of this program. Action Indicator: A score below 70% will trigger an email to the student suggesting further resources and will trigger a review of the student activity report generated by CourseSites. Control Group: Item scores and total scores will be averaged and compared to a Control Group (see methodology) to determine if significant differences exist between students who have taken the course and those who have not.
3	End of Sem 1	X	Excerpted Final Evaluation Mini-Project (Appendix F) 5 questions covering basic knowledge and skills required to use a CMS	Five question mini CourseSites project that correlates to the Full End of Course Evaluation Project that makes up Week 7 (notification and link by email)	Scores from Sections II, V and VI of the End of Course Evaluation will be tabulated and compared with the Excerpted Final Evaluation Mini-Project both by individual items as well as for an overall level of competency score. Scores of $> 70\%$ will be considered mastery. And increase in the average score will indicate a positive transfer of learning, and a decrease will indicate a decline in rate of transfer.
3	2 Wks after start of Sem 1 End of Sem 1 End of First Year	X	Student Progress Report Email Survey (Appendix G) 6 Questions to ascertain if students use the CMS to check grades, review the Syllabus, or to find their schedules as well any other functions they may be using	Six question email survey sent from within CourseSites. Results will be tabulated, and compared across surveys and groups. This evaluation uses a control group.	Each Question that has a numeric value will earn the number of points of the item selected. A Yes is worth 10. A No is worth 0. Questions 3 and 5 are worth five points for each item selected or listed. Item 6 is worth 5 points. Scores > 65 indicate an answer to every question. Scores between assessments and groups will be analyzed for significant differences in responses.
4	End of Sem 1 End of Year 1	X	GPA Data Compilation Report (Appendix H)	Data will be drawn from current, former and Level 3 Control Group participants to compare average GPA (by Group) for students who have taken the CMS course and those who have not.	Overall GPA of similar groups of students will be compared and differences noted to see if any statistically relevant differences exist between the students who completed the CMS course and those who did not.

APPENDIX A
COURSE IMPROVEMENT SURVEY

Description Please take a moment and give your opinion about a few aspects of this course. Your input is important and we will use it to make improvements to help you learn. Thank you for your time and assistance!

Instructions On a Scale of 1 to 5 with 1 being that you Strongly Disagree and 5 being that you Strongly Agree, please rate the following:

Timed Test This survey has a time limit of 15 minutes. You will be notified when time expires, and you may continue or submit. Warnings appear when half the time, 5 minutes, 1 minute, and 30 seconds remain.

Multiple Attempts Not allowed. This survey can only be taken once.

QUESTION 1

I was able to follow the directions for the assignment(s).

1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree

QUESTION 2

The assignment(s) helped me learn.

1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree

QUESTION 3

The videos(s) helped me complete the assignment(s).

1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree

QUESTION 4

I needed help from an instructor at least one time to finish a lesson.

1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree

QUESTION 5

Please feel free to explain any of your answers or to voice your concerns, complaints, ask questions or make comments and/or suggestions. This course is only good if it helps you succeed. You can help us make it more valuable to you and other students coming after you. Thank you!

APPENDIX B TECHNOLOGY SURVEY

Description Please take a moment and give your opinion about a few aspects of this course. Your input is important and we will use it to make improvements to help you learn. Thank you for your time and assistance!

Instructions On a Scale of 1 to 5 with 1 being that you Strongly Disagree and 5 being that you Strongly Agree, please rate the following:

Timed Test This survey has a time limit of 15 minutes. You will be notified when time expires, and you may continue or submit. Warnings appear when half the time, 5 minutes, 1 minute, and 30 seconds remain.

Multiple Attempts Not allowed. This survey can only be taken once.

QUESTION 1

The website design made it easy to find things.

1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree

QUESTION 2

Did you experience any problems with the website? For example, posting to a Discussion Board, playing a video, downloading a file...

1. YES 2. NO

QUESTION 3

If you experienced technical difficulties, did you seek help?

1. YES 2. NO

QUESTION 4

If you sought help for technical difficulties, what type of help did you seek?

1. CourseSites Help 2. Google Search 3. Instructor 4. CourseSites Tech Support 5. Other

QUESTION 5

Please feel free to explain any of your answers or to voice your concerns, complaints, ask questions or make comments and/or suggestions. This course is only good if it helps you succeed. You can help us make it more valuable to you and other students coming after you. Thank you!

APPENDIX C
QUIZ: WHAT IS A CMS?

Description This is a short matching quiz. It will help determine what you know about a CMS.

Instructions In Column A: Part of a CMS, enter the letter in the space to the left of the Part that corresponds to the correct definition, functionality and/or use from Column B.

Timed Test This quiz has a time limit of 30 minutes. You will be notified when time expires, and you may continue or submit. Warnings appear when half the time, 5 minutes, 1 minute, and 30 seconds remain.

Multiple Attempts Not allowed. This quiz can only be taken once.

Column A: Part of a CMS

- _____ Home/Organizer
- _____ Announcements
- _____ Syllabus
- _____ Discussion Board
- _____ Resources
- _____ Wiki
- _____ Lesson/Module
- _____ My Grades
- _____ Groups
- _____ CMS

Column B: Definition/Functionality/Use

- A Place to check class progress at least once a week
- B Place to Collaborate / Editing of posts by anyone in a group
- C Everything you will learn in the course
- D Place to Discuss Topics / Answer Question / Post Response
- E Messages from the Instructor or Technical Team
- F Entry page where all of my personalized content is located
- G Instructor's Guidebook
- H Course Management System
- I Place to find help, extra information, tutorials, apps
- J Students that will perform a task together

APPENDIX D
GROUP WORK SURVEY

Description Please take a moment and give your opinion about a few aspects of this course. Your input is important and we will use it to make improvements to help you learn. Thank you for your time and assistance!

Instructions On a Scale of 1 to 5 with 1 being that you Strongly Disagree and 5 being that you Strongly Agree, please rate the following:

Timed Test This survey has a time limit of 15 minutes. You will be notified when time expires, and you may continue or submit. Warnings appear when half the time, 5 minutes, 1 minute, and 30 seconds remain.

Multiple Attempts Not allowed. This survey can only be taken once.

QUESTION 1

Working in a group contributes to this course.

1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree
-

QUESTION 2

I enjoyed working in the group.

1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree
-

QUESTION 3

Our group worked well together.

1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree
-

QUESTION 4

Our group experienced difficulty with:

1. Technology Issues 2. Communication 3. Division of Labor 4. Deadlines 5. N/A
-

QUESTION 5

Please explain your answers or voice your concerns, complaints, ask questions or make comments and/or suggestions. This course is only good if it helps you succeed. You can help us make it more valuable to you and other students coming after you. Thank you!

APPENDIX E END OF COURSE ASSESSMENT

Description This is a tool to assess how much you have learned. Take your time, you have up to one hour; but, must complete the 20 questions all at one time. Email the Instructor if you have any problems.

Instructions This is a multiple choice test. Select the item(s) that best answer(s) the question by clicking the circle to the left of the correct answer(s). You may check more than one.

Timed Test This assessment has a time limit of 60 minutes. You will be notified when time expires, and you may continue or submit. Warnings appear when half the time, 5 minutes, 1 minute, and 30 seconds remain.

Multiple Attempts Not allowed. This assessment can only be taken once.

QUESTION 1: CMS stands for _____.

- 1. Contact Management System
 - 2. Course Management System
 - 3. Course Management Series
 - 4. Class Management System
 - 5. Contact Marketing System
-

QUESTION 2: To Email my instructor, a student should _____.

- 1. Ask for his/her email address
 - 2. Look him/her up on the school website
 - 3. Look for an Email Link in the left menu
 - 4. Do a google search
 - 5. We cannot email our instructors.
-

QUESTION 3: Which of the following can you do in a CMS?

- 1. Find course requirements
- 2. See your grades
- 3. Collaborate on projects
- 4. Communicate with family
- 5. Upload assignments

QUESTION 4: Which of the following is/are a function of a discussion board?

- 1. Answer a question
 - 2. Upload an image
 - 3. Post a video
 - 4. Edit a classmate's post
 - 5. Respond to a classmate's post
-

QUESTION 5: The home page is _____ .

- 1. A page that shows my address and phone number.
 - 2. A page that displays my apps, announcements, and other information that I choose.
 - 3. The page that has the Course Syllabus and contact information for the Instructor.
 - 4. The page I have to return to before going into the next Lesson
 - 5. The page where I login to CourseSites
-

QUESTION 6: Which of the following is/are used as a collaboration tool?

- 1. Blog
 - 2. Wiki
 - 3. Discussion Board
 - 4. Help
 - 5. Email
-

QUESTION 7: What CMS tool lets instructors communicate news about the Course?

- 1. Phone
 - 2. Television
 - 3. ListServ
 - 4. Announcements
 - 5. Fun Tools
-

QUESTION 8: Which of the following is the Instructor's Guidebook to the Course?

- 1. Grades
 - 2. Surveys
 - 3. Announcements
 - 4. Calendar
 - 5. Syllabus
-

QUESTION 9: A course is made up of _____.

- 1. Pages
 - 2. Pictures and Words
 - 3. Opinions
 - 4. Units, modules and/or lessons
 - 5. Facts
-

QUESTION 10: Which of the following is a resource in a CMS?

- 1. Links to library websites
 - 2. A list of every student's contact info
 - 3. Tutorials
 - 4. Downloads
 - 5. Links to dictionaries
-

QUESTION 11: Which of the following comprise the 4 C's of a CMS?

- 1. Communicate
 - 2. Collaborate
 - 3. Criticize
 - 4. Content
 - 5. Critical Resources
-

QUESTION 12: Which part of a CMS allows the most group collaboration?

- 1. Wiki
- 2. Journal
- 3. Email
- 4. Discussion Board
- 5. Blog

QUESTION 13: What might you find in Help?

- 1. Tutorials
- 2. Videos
- 3. Contact information
- 4. Games
- 5. Links

QUESTION 14: What is true of the Assignments section of a CMS?

- 1. It does not track when you turn in your assignment.
- 2. You can add more than one version of your assignment if you need to make changes.
- 3. You can upload a file.
- 4. You can add a note to your instructor with your assignment.
- 5. You can copy and paste the text of your assignment and submit it rather than uploading a file.

QUESTION 15: A CMS can store _____.

- 1. Photos
- 2. Famous Artists' Music Videos
- 3. Text files
- 4. PDF's
- 5. Documents

QUESTION 16: A CMS can link to_____.

- 1. Google Documents
- 2. Websites
- 3. Files
- 4. Videos
- 5. All of the above

QUESTION 17: What information can an instructor see in your Wiki group project?

- 1. Every change each person makes
- 2. How much total time you spent on the project
- 3. How much content each person contributes
- 4. Images each person removes
- 5. Total number of words modified

QUESTION 18: What grade information is available in a CMS?

- 1. Submitted assignments
 - 2. Total points by course
 - 3. Total points possible for each assignment coming up
 - 4. Total points received for each assignment, test, or quiz
 - 5. A letter grade
-

QUESTION 19: What is the purpose of the course surveys?

- 1. To identify students who are struggling so the instructor can offer assistance.
 - 2. To identify elements of the course which are difficult for the students to understand.
 - 3. To identify concepts in a course that most students already know so the redundant information can be removed.
 - 4. To help improve the students overall experience with the course.
 - 5. All of the above
-

QUESTION 20: A rubric tells a student _____

- 1. What the grading for each assignment will be based on
- 2. The answers to the quizzes and tests
- 3. How to get an "A" in the course
- 4. What the instructor expects
- 5. The difference between excellent and unacceptable work

If you would like to leave your contact information for a follow-up call and/or email, please enter it here:

Name _____ Ph _____ Email _____

Please feel free to explain any of your answers or to voice your concerns, complaints, ask questions or make comments and/or suggestions. This course is only good if it helps you succeed. You can help us make it more valuable to you and other students coming after you. Thank you!

APPENDIX F
EXCERPTED FINAL EVALUATION MINI-PROJECT

Thread: EXCERPTED FINAL EVALUATION MINI PROJECT

Select: [All](#) [None](#)



Message Actions

Expand All

Collapse All

1 Posts in this Thread

0 Unread



Terri Krause

5 months ago

Wk 7: Final Evaluation

When you reply to this post, use the Quote Feature, so that you can fill in the sections with your answers.

- 1) Go to the Wk 7: EDCI 531 Group Project Wiki and select something you find interesting and post it here.
- 2) Go to the Resources page and copy the link to John Keller's ARCS website and paste it here.
- 3) Send an email to your teammates letting them know you completed this part of the Final Evaluation.

1) Do a search oube for John Keller's ARCS theory of Motivation. Choose a video and embed it in your reply.

1) Select one resource from the Resources page and write a brief description of its purpose and post it here.

Reply

APPENDIX G
STUDENT PROGRESS REPORT

Description Please take a moment and give your opinion about a few aspects of this course. Your input is important and we will use it to make improvements to help you learn. Thank you for your time and assistance!

Timed Test This survey has a time limit of 15 minutes. You will be notified when time expires, and you may continue or submit. Warnings appear when half the time, 5 minutes, 1 minute, and 30 seconds remain.

Multiple Attempts Not allowed. This survey can only be taken once.

Instructions: On a Scale of 1 to 5 with 1 being that you Strongly Disagree and 5 being that you Strongly Agree, please rate the following.

QUESTION 1

I know within a few points what my grade is for each class?

1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree

Instructions: Please answer “Yes” or “No” in response to the following statement:

QUESTION 2

I often use the CMS.

YES NO

QUESTION 3

Instructions: If you answered “Yes” to Question 2, please select the items you use most often:

- Communicating with professor
- Communicating with fellow students
- Uploading assignments
- Checking the Syllabus
- Checking grades
- Working with my group
- Other

If you chose “Other”, please briefly describe how you are using the CMS:

Instructions: Please select the answer that most nearly matches your behavior:

QUESTION 4

How often do you reference the Syllabus?

1. Several Times a Day 2. Once a Day 3. Once a Week 4. Monthly 5. Once a Semester . Never
-

QUESTION 5

Instructions: Please list your classes on the lines below and the grade you currently have in each class (or number of points out of total points possible and out of points possible for projects submitted/due to date):

Example: English 136 70/250 total points possible 70/75 pts for projects completed to date

QUESTION 6

Please feel free to explain any of your answers or to voice your concerns, complaints, ask questions or make comments and/or suggestions. This course is only good if it helps you succeed. You can help us make it more valuable to you and other students coming after you. Thank you!

**APPENDIX H
GPA DATA COMPILATION REPORT**

Group	Semester 1 Total Average GPA		Semester 2 Total Average GPA	
GPA Historical Data				
GPA Control Group Data				
GPA TheGoodLife101 CMS Exploration Course Participants				
Difference between CMS Group and each of the other two groups.	CMS Group / Historical	CMS Group / Control	CMS Group / Historical	CMS Group / Control

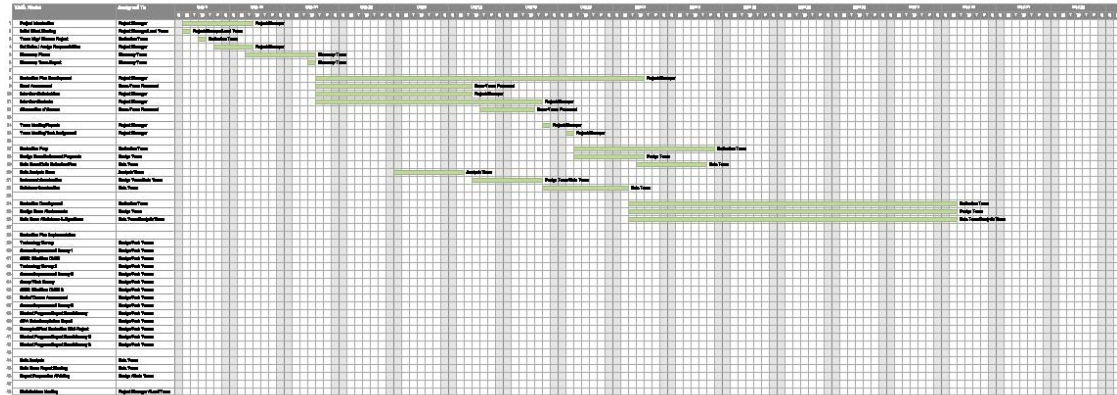
APPENDIX I GANTT CHART

See full interactive chart online at

<https://app.smartsheet.com/b/publish?EQBCT=0a989f9706764c9b92d9fe6aeb6519b8>

Or, click image below to view it as a pdf

TheGoodLife101 Instructional Evaluation Project



Page 1 of 5

TheGoodLife101 Instructional Evaluation Project

Task Name	Duration	Start	Finish	Assigned To
<i>Collaboration powered by Smartsheet</i>				
1 Project Introduction	7	09/08/14	09/16/14	Project Manager
2 Initial Client Meeting	1	09/08/14	09/08/14	Project Manager/Lead Team
3 Team Mtg / Discuss Project	1	09/10/14	09/10/14	Evaluation Team
4 Set Roles / Assign Responsibilities	3	09/12/14	09/16/14	Project Manager
5 Discovery Phase	7	09/16/14	09/24/14	Discovery Team
6 Discovery Team Report	1	09/24/14	09/24/14	Discovery Team
7				
8 Evaluation Plan Development	30	09/25/14	11/05/14	Project Manager
9 Need Assessment	14	09/25/14	10/14/14	Cross-Team Personnel
10 Interview Stakeholders	14	09/25/14	10/14/14	Project Manager

TheGoodLife101 Instructional Evaluation Project

	Task Name	Duration	Start	Finish	Assigned To
11	Interview Students	21	09/25/14	10/23/14	Project Manager
12	Observation of Course	5	10/16/14	10/22/14	Cross-Team Personnel
13					
14	Team Meeting/Reports	1	10/24/14	10/24/14	Project Manager
15	Team Meeting/Task Assignment	1	10/27/14	10/27/14	Project Manager
16					
17	Evaluation Prep	14	10/28/14	11/14/14	Evaluation Team
18	Design Team/Instrument Proposals	7	10/28/14	11/05/14	Design Team
19	Data Team/Data Collection Plan	7	11/05/14	11/13/14	Data Team
20	Data Analysis Team	7	10/05/14	10/13/14	Analysis Team
21	Instrument Construction	7	10/15/14	10/23/14	Design Team/Data Team
22	Database Construction	7	10/24/14	11/03/14	Data Team
23					
24	Evaluation Development	30	11/04/14	12/15/14	Evaluation Team
25	Design Team / Instruments	30	11/04/14	12/15/14	Design Team
26	Data Team / Database & Algorithms	30	11/04/14	12/15/14	Data Team/Analysis Team
27					
28	Evaluation Plan Implementation	253	06/15/15	06/01/16	
29	Technology Survey	1	06/17/15	06/17/15	Design/Tech Teams
30	Course Improvement Survey 1	1	06/19/15	06/19/15	Design/Tech Teams
31	QUIZ: What is a CMS?	1	06/15/15	06/15/15	Design/Tech Teams
32	Technology Survey 2	1	07/08/15	07/08/15	Design/Tech Teams
33	Course Improvement Survey 2	1	07/10/15	07/10/15	Design/Tech Teams
34	Group Work Survey	1	07/17/15	07/17/15	Design/Tech Teams
35	QUIZ: What is a CMS? 2	1	07/27/15	07/27/15	Design/Tech Teams
36	End of Course Assessment	1	07/31/15	07/31/15	Design/Tech Teams
37	Course Improvement Survey 3	1	08/07/15	08/07/15	Design/Tech Teams
38	Student Progress Report Email Survey	1	09/04/15	09/04/15	Design/Tech Teams
39	GPA Data Compilation Report	1	12/18/15	12/18/15	Design/Tech Teams

TheGoodLife101 Instructional Evaluation Project

	Task Name	Duration	Start	Finish	Assigned To
40	Excerpted Final Evaluation Mini-Project	1	12/21/15	12/21/15	Design/Tech Teams
41	Student Progress Report Email Survey 2	1	12/22/15	12/22/15	Design/Tech Teams
42	Student Progress Report Email Survey 3	1	06/01/16	06/01/16	Design/Tech Teams
43					
44	Data Analysis	14	06/02/16	06/21/16	Data Team
45	Data Team Report Meeting	1	06/24/16	06/24/16	Data Team
46	Report Preparation / Printing	7	06/27/16	07/05/16	Design / Data Team
47					
48	Stakeholders Meeting	1	06/29/16	06/29/16	Project Manager / Lead Team

REFERENCES

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