# Idaho State UNIVERSITY

Organizational Learning and Performance

# OLP/PTE 4404/5504 – 01: Evaluating Training

Fall 2017 (August 21st – December 15th)

**Contact Information**
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**Course Description**
This course prepares students to design and conduct evaluations and assessments for business and industry training programs and in the domain of professional technical education.

**Course Objectives:**
Upon successful completion of this course, the student will be able to:
1. Define, identify major reasons for, and describe common resistors of evaluation.
2. Describe the purpose of and create a level one evaluation.
3. Describe the purpose of and create at least four level two evaluations including written tests and other classroom assessments techniques.
4. Describe the purpose of and create a level 3 evaluation.
5. Analyze and interpret quantitative and qualitative data gathered from an evaluation.
6. Describe the purpose of and apply theoretically a level 4 evaluation.
7. Describe the purpose of and apply theoretically a level 5 evaluation/ROI.
8. Actively participate in small group forums and other class activities by creating an original post at least once a week and responding to the posts of at least two others each week.

**Course Orientation**
The course will be conducted entirely online via Moodle and will follow a weekly format. The best way to become accustom to Moodle is spend time on it. However, there are a few specific items I will bring to your attention as they may be unique to my classes (but consistent with other OLP/PTE classes).

*Ask the Instructor* – This is the place to ask me questions about course requirements, material, etc. Thus, should you have a question about a course requirement, visit this forum first as your classmates might have already asked the question and received an answer from me. For questions about grades, please email me directly. The following quote highlights the importance of seeking answers:

*"There is no such thing as an unreasonable question, or a silly question, or a frivolous question, or a waste-of-time question. It's your life, and you've got to get these answers"* -Marcia Wallace

*Framework* – At the beginning of most weeks, there will be a link called "Framework". This is a place where I will provide some context to the work of the upcoming week and possibly a recap of previous content.

**Required Textbook**
McCain, D. V. (2005). *Evaluation Basics*. Alexandria, VA: ASTD. ISBN: 1-56286-373-8

Hardcopies of the textbook is available through the Idaho State University bookstore or from numerous other outlets listed on http://www.dealoz.com/. Because of the online nature of this course and our relatively limited interaction through virtual means, having access to and reading the course textbook is *crucial* to your success in this course.

**Course Pace**

Due to the online nature of this course, you will have some flexibility regarding when you download course materials; however, you are required to maintain pace with the course and keep up on course announcements. Because of this, you should check the Moodle course page several times each week for discussions, required readings, announcements, etc. If you complete the scheduled requirements (e.g., discussions, papers) early in the week, I highly encourage you to still check and participate in the discussion forums during the remainder of the week.
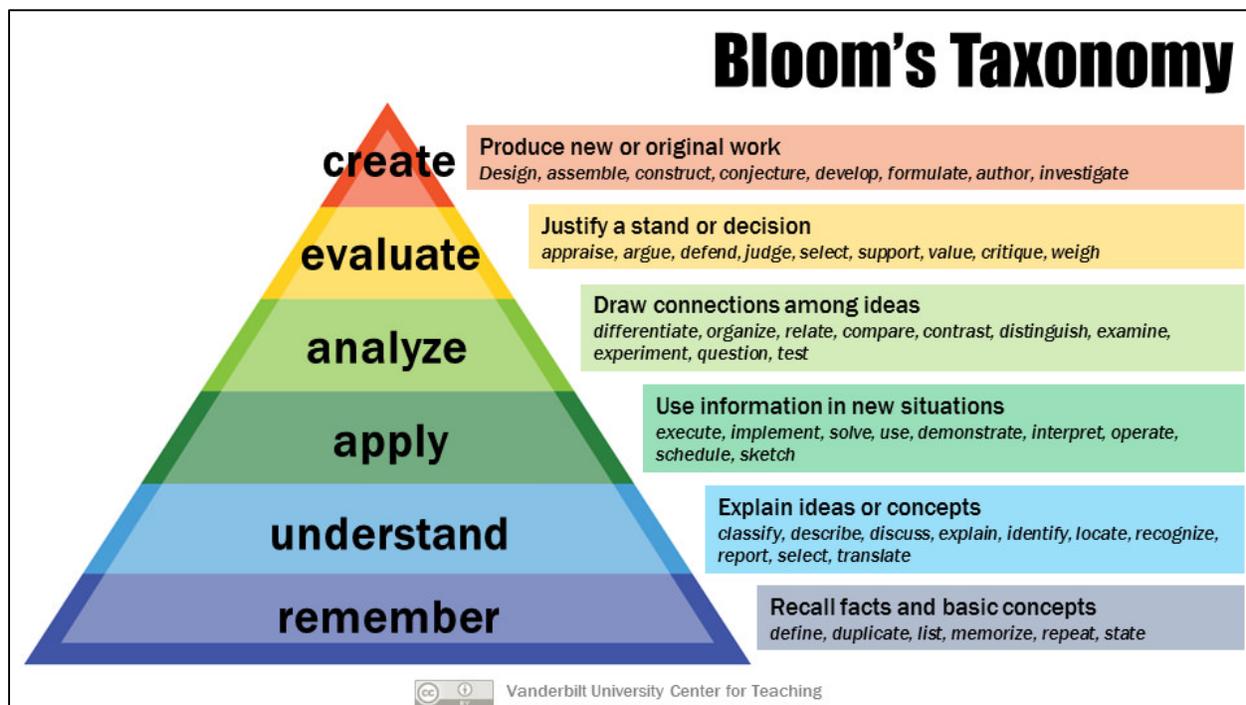
**Course Communication**

Announcements, feedback, and/or notes from me will be posted on Moodle. Be sure to also check your Moodle and student email regularly. You may contact me via email and the communication tools on Moodle. I will try to answer all communication as quickly as possible; however, I cannot guarantee an immediate response. If you have not received a response within 48 hours, please resend the message.

**Course Requirements**

This course will require you to read assigned materials and/or watch videos each week, actively participate in weekly forums, and complete assignments.

*Grading and Assessment of Outcomes*

The course requirements aim to assess how well you understand and can apply the information as you work towards mastery of the subject matter. Critical thinking and higher level thinking are key parts of the subject mastery process. Bloom's Taxonomy (below) can be referenced and used as a tool to assist with better understanding the concept of higher levels of thinking.
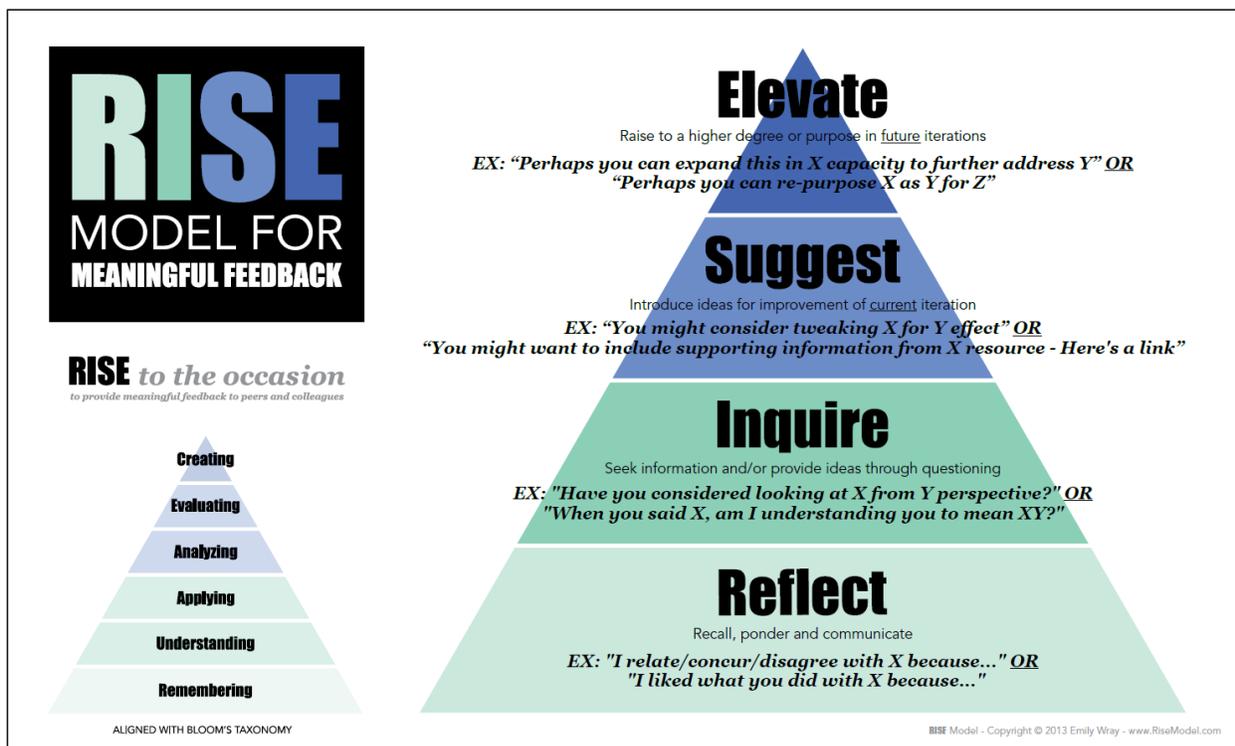


**Bloom's Taxonomy**

**create** — Produce new or original work
*Design, assemble, construct, conjecture, develop, formulate, author, investigate*

**evaluate** — Justify a stand or decision
*appraise, argue, defend, judge, select, support, value, critique, weigh*

**analyze** — Draw connections among ideas
*differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test*

**apply** — Use information in new situations
*execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch*

**understand** — Explain ideas or concepts
*classify, describe, discuss, explain, identify, locate, recognize, report, select, translate*

**remember** — Recall facts and basic concepts
*define, duplicate, list, memorize, repeat, state*

Vanderbilt University Center for Teaching

*Assignments*

There will be a total of nine (9) assignments for you to complete during the term, which will be outlined further via frameworks in the Course Moodle. The goal of these assignments is to help you personalize the information you learn in this class so that you can master the presented topics, concepts, theories, and information.

*Discussion Forum Participation*

Since this is a web-based course, the quality and integrity of the discussions are closely tied to the overall quality of the class. The discussions are your opportunity to post high-quality reflections demonstrating that you a) read the information, b) understand the information, and c) can accurately apply the information, as well as d) can think critically about the information and how it relates to your life. The posts should be substantial and demonstrate your ability to utilize the information at the *analysis* level of Bloom's Taxonomy. The RISE model (shown below) aligns with Bloom's Taxonomy and was created as a tool for providing feedback. RISE can be a useful tool as you create your replies to your classmate's discussion posts. The link called *Discussion Post Expectations & Feedback Codes*, found at the top of our Moodle course page, provides additional information on quality discussion posts.



**RISE MODEL FOR MEANINGFUL FEEDBACK**

**RISE** *to the occasion* to provide meaningful feedback to peers and colleagues

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

ALIGNED WITH BLOOM'S TAXONOMY

**Elevate**
Raise to a higher degree or purpose in future iterations
EX: "Perhaps you can expand this in X capacity to further address Y" OR "Perhaps you can re-purpose X as Y for Z"

**Suggest**
Introduce ideas for improvement of current iteration
EX: "You might consider tweaking X for Y effect" OR "You might want to include supporting information from X resource - Here's a link"

**Inquire**
Seek information and/or provide ideas through questioning
EX: "Have you considered looking at X from Y perspective?" OR "When you said X, am I understanding you to mean XY?"

**Reflect**
Recall, ponder and communicate
EX: "I relate/concur/disagree with X because..." OR "I liked what you did with X because..."

RISE Model - Copyright © 2013 Emily Wray - www.RiseModel.com

*Learning Teams and Timing for Each Week*

In the workplace we can learn a lot from each other, and in this class you will also have a chance to collaborate on your learning with your classmates. One of the learning strategies of this class is that you will be working in small group learning teams. The main purpose of these small group teams is to provide you with an opportunity for peer learning. You will have the opportunity to discuss, deepen, and broaden the course content in a weekly discussion forum. You will also have the chance to share your assignments with your peers and get feedback from them before submitting them for grading.

Although there are required deadlines for initial forum posts (Wednesdays) and responses to your peers' discussion posts (Sundays), as a group, you will need to agree on a weekly timetable that works for you for reviewing assignments. The table one the next page outlines the tasks that need to be completed each week.

| Timeline | Task |
|---|---|
| No later than 11pm each Sunday | The materials for the week will become available |
| Monday – Sunday | Learning team members read and discuss with each other the topics and assignments for the week. This is a wonderful opportunity to learn from, and teach, each other!<br><br>**Initial Forum posts due no later than 11pm Wednesday.**<br><br>**Responses to a *minimum* of two (2) peers' posts due no later than 11pm Sunday.** |
| *(to be determined by group members)* | Post your assignment for feedback from the people in your learning team before submitting the assignment for grading. |
| *(to be determined by group members)* | Learning team members provide feedback to each other on weekly assignments. |
| No later than Sunday, 11pm at the end of the week (due date is not negotiable). | Assignment submitted via Moodle. |

*Graduate Student Writing Assignment*
If you are a graduate student, you will be required to complete an additional writing assignment this semester. You have the option to either (a) write a manuscript intended for publication in a professional/trade journal or (b) a traditional research paper. Regardless of the option chosen, here are few key dates to keep in mind:

- Meet with me to discuss the topic of your writing assignment by the end of week 5, Sunday, September 24th (Optional, but highly recommended).
- Submit your topic for approval no later than the end of week 6, Sunday, October 1st at 11pm MST.
- Submit final writing assignment no later than the end of week 13, Sunday, November 19th by 11pm MST.

The two options are explained further below:

*Article for Publication in a Professional/Trade Journal*
Working alone or with one or more classmates, write an article on a topic pertinent to this class that would also be of use to other practitioners in your field. Steps for this project include: identifying the professional/trade journal you would like to target for publication, reviewing previously published articles in this journal related to evaluation and identifying a topic/purpose for the article that is of interest to you and appropriate for the journal, submitting the topic for approval, as well as discussing the rationale for the article and the selected journal with the instructor, writing a first draft of the article, sharing the article with other graduate students for feedback, continuing to rewrite and solicit feedback until article is complete, submitting the final draft of paper to me (the instructor) for feedback, lastly actually submitting the article to the journal to be considered for publication. Because this is likely the first article you will write for publication, if this option is selected you will need to work with me throughout the process. Also note that the grading for this option will be based on the content, organization and quality of writing, adherence to style and guidelines for the journal, and representativeness of the work to graduate level standards.

*Traditional Research Paper*
Write a paper on a topic pertinent to this class. This is an opportunity for you to deepen your understanding of a topic from class or explore another evaluation/assessment topic of interest to you. Steps for this project include: identifying a topic for this paper (you will likely spend some time looking at the literature related to your topic in

order to hone the focus for this paper), submitting the topic for approval, as well as discussing your rationale for the topic if you have not already had these conversations with me, writing the first draft of your research paper, sharing the paper with other graduate students for feedback, continue rewriting and soliciting feedback until paper is complete, and finally submitting the final paper for grading. The research paper will be graded based on the content, organization and quality of writing, adherence to the standards of the 6th edition of the American Psychological Association Publication Manual, and representativeness of the work to graduate level standards.

*Grading Scale*
The traditional +/- letter grade structure will be utilized for this course (i.e., B+ = 87-89%, B = 83-86%, B- = 80-82%).

| *Course Elements* | | *Points* |
| --- | --- | --- |
| Course Information Quiz | | 3 |
| Case Study Assignment – background | | 15 |
| Level 1 Evaluation | | 15 |
| Level 2 Evaluation: Writing tests part 1 | | 15 |
| Level 2 Evaluation: Writing tests part 2 | | 15 |
| Level 2 Evaluation: Writing tests part 3 | | 15 |
| Classroom Assessment Technique (CAT) | | 7 |
| Level 4 Evaluation – ROI | | 15 |
| Final Critical Reflection | | 15 |
| Discussion Forum Participation (15 weeks) | 3 pts/week | 45 |
| Graduate Student Assignment | | 45 |
| *Total for Undergraduates* | | *160 + 3 pts\** |
| *Total for Graduates* | | *205 + 3 pts\** |

\*Note: The Academic Integrity Tutorial (2 points) *plus* the Syllabus & Academic Honesty Agreement (1 point) are Extra Credit.

**Class Decorum:** Every class is an environment that values experience and expression. It is important to remember that your personal actions and opinions may impact other learners more than you may intend. Please be respectful of this learning community.

**Late Work Policy:** All papers and discussions are due by the date listed on Moodle and in the course calendar and tables at the end of this syllabus. Because the schedule is regimented, minimal exceptions will be made. For an exception to be permitted, I should be contacted as soon as possible, and preferably in advance.

**Academic Integrity**
Academic integrity is expected of all students. Please see the ISU Student Handbook for information regarding your rights and responsibilities as a student. Academic dishonesty WILL NOT be tolerated, and includes, but is not limited to, cheating and plagiarism. The ISU Student Handbook defines cheating as: "using or attempting to use materials, information, or study aids that are not permitted by the instructor in examinations or other academic work", and defines plagiarism as: "representing another person's words, ideas, data, or work as one's own. Plagiarism includes, but is not limited to, the exact duplication of another's work and the incorporation of a substantial or essential portion thereof without appropriate citation."

While this course is heavily based on collaborative learning (online discussions), you are required to submit your own original work. Plagiarism will not be tolerated in any form. As students, you are expected to conduct yourselves in a scholarly manner. This includes submitting original work and appropriately referencing others that have been recognized for the original thought or action. Also note that *assignment recycling* and/or *self-plagiarism* is strictly prohibited.

I encourage you to complete the academic integrity tutorial (http://www2.isu.edu/library/research/ait/title.html) with 100% and submit the quiz successful completion certificate to me (colmdoug@isu.edu) for 2 extra credit points. This opportunity is only available during the first 3 weeks of this class.

**ADA Accommodations**
Idaho State University is committed to equal opportunity in education for all students, including those with documented disabilities. If you have a diagnosed disability or if you believe that you have a disability that might require reasonable accommodation in this course, please contact Disability Services:

Room 125, Rendezvous Complex
Phone: (208) 282-3599
Email: disabilityservices@isu.edu
Webpage: http://www.isu.edu/ada4isu/

University policy states that it is the responsibility of students to contact instructors during the first week of each semester to discuss appropriate accommodations to ensure equality in grading, experiences, and assignments.

**Noteworthy Dates**
September 1, 2017 – Last day to register or add/drop this course
October 27, 2017 – Last day to withdraw from this course

**Syllabus and Academic Honesty Agreement**
To show that you have read the syllabus and you understand the academic honesty policy, it is required that you complete the syllabus and academic honesty agreement found on Moodle. You must agree to the terms before you can complete any other course materials – You will NOT be allowed to access any course materials until this requirement has been completed. You will earn 1 point of extra credit simply by completing this task!

# Course Schedule for OLP/PTE 4404/5504-01
## Fall 2017

Information in the tentative schedule is subject to change.
*All deliverables are due at 11:00pm MST. Forum discussions are due every week.*
*Additional readings, videos, and/or resources will be announced throughout the semester.*

|  | Readings | Key Topics | Deliverable |
|---|---|---|---|
| Week 1 | 1 | Getting Organized<br>Introduction to the Text | Syllabus & Academic Honesty Agreement<br>Course Information Quiz |
| Week 2 | 2 | Introduction to Evaluation | Case Study Assignment – Background |
| Week 3 | 3 | Evaluation and the Design Process | |
| Week 4 | 4 | Level 1 Evaluation | Level 1 Evaluation |
| Week 5 | 5 | Level 2 Evaluation<br>Teacher vs. Learner Centered Evaluation<br>Validity & Reliability | |
| Week 6 | | Writing Test Questions:<br>True/False, Multiple Choice | Writing Tests 1<br>**Grad only**: Paper Topic Due |
| Week 7 | | Writing Test Questions:<br>Completion, Matching, Short Answer | Writing Tests 2 |
| Week 8 | | Writing Test Questions:<br>Essay Tests, Designing Rubrics | Writing Tests 3 |
| Week 9 | | Learner-Centered Evaluation:<br>Classroom Assessment Techniques (CAT)<br>Problem-Based Assessment | CAT |
| Week 10 | 6 | Level 3 Evaluation | |
| Week 11 | | Analyzing and Interpreting Data | |
| Week 12 | 8 | Analyzing and Interpreting Data | |
| Week 13 | 7, 8 | Level 4/5 Evaluation and ROI | ROI Assignment<br>**Grad only**: Final Paper Due |
| Week 14 | *Happy Fall Break – Nothing Due!* | | |
| Week 15 | | Level 4/5 Evaluation and After-Action Review | Evaluation Plan |
| Week 16 | | Other Considerations in Evaluation | Critical Reflection |
| Week 17 | 9 | Pulling it all Together | |

# *Course Expectations*

(updated after Week 1 Exercise)

**Doug's Expectations of Students**

- *Complete all assigned readings, activities, and assignments.*
    - o This is an *applied* course. I want you to be able to actually use the evaluation techniques covered in this class. Because I know students who read and understand the content are able to discuss and apply the content, my evaluation techniques for this class are discussions and applied assignments instead of weekly quizzes, midterm exam, and final exam.
    - o If I feel students are not reading and absorbing the course content, I reserve the right to add weekly quizzes and/or midterm and final exams to the course.
- *Complete assignments and discussion posts on time.*
    - o I realize all of you have lives outside of school that demand your time. All college classes including, and maybe especially, online classes require you balance your time to be sure that you complete your work within the required deadlines. All assignments (including discussion board posts and responses) must be submitted on time. Late work will be accepted, but with a penalty of a 20% point deduction for each 24 hour period after the due date. Unseen events (computer problems, overtime at work, etc.) as well as personal habits (procrastination) will happen, and successful students factor that into their planning. Typically, the most successful students:
        - ▪ Create a schedule for what they will be doing each day for each class.
        - ▪ Get their reading done early in the week (Monday or Tuesday).
        - ▪ Use free blocks of time to draft their posts and respond to others versus waiting for a one-time block to get everything done. For example, a 15 minute break, a lunch break, or spending 15 minutes at work before heading home are great times to complete a few posts.
- *Actively participate in the course.*
    - o Active participation means that you are engaged in the class - in the content, in the assignments, with your peers, and with your instructor. This includes conversations to clarify and deepen the content, communication about areas in which you have concerns or are unclear, and integrating the content from this course with your other courses as well as your previous and current professional experiences. Communication about the class will be via Moodle, ISU email, or other means agreed to by the class.
- *Graduate level performance is expected of graduate students.*
    - o Graduate level coursework typically requires additional reading, writing, and discussing of theoretical, philosophical, and abstract concepts as well as application of concepts. Scholarly reading and writing are preparatory for your professional development and your final graduate exit project (thesis, field research project, etc.), and will stimulate inquiry and discovery. Learning to critically review books and journal articles, and learning to write in APA style helps hone professional skills as well as prepares you for your final graduate exit project. Written assignments are intended to encourage and assist development of writing skills to a level acceptable for publication. Comments and grading on written assignments will be made with this standard in mind.
- *Academic honesty is expected.*
    - o Students are expected to create their own original work and to cite/give credit to ideas that come from others.

**Student Expectations of Doug**

- *Be available for questions, guidance, and clarification (e.g., assignments, course materials).*
    - o I am available to students via on Moodle, email, phone, face-to-face meetings in Pocatello, and online via Skype. I will check in and participate in Moodle Monday-Friday. I will return your

email and phone calls within 24 hours Monday-Friday. I am often on email and in Moodle on the weekends, but if you need to reach me, you should plan to contact me during the week.

- o Where possible, I will provide samples or examples of expected formats for assignments.
- *Grade deliverables in a timely manner.*
  - o My goal is to get grading on discussion boards and assignments done within a week. I know from experience that this is not always possible, but I will do my best to have grading completed by the end of the next week.
- *Send out reminders for assignments coming due.*
- *Help students know why the are or are not being successful in the class.*
  - o Provide clear and detailed feedback on assignments/forums to be sure students are understanding expectations and class material.
  - o If assignments do not receive full credit, inform the student as to why so they know what to do different next time.
  - o Respond to student forum discussions as appropriate so as to make students aware if they are on the right track.
- *Post the weekly material by the Saturday (or earlier) prior to the start of the week.*
  - o Having the material posted on Monday and deliverables due by Wednesday is not always feasible given that everyone most likely works, is taking multiple classes, and is in an online program primarily due to the flexibility of time management for varied schedules.

**Students Expectations of Themselves**
- Stay organized and on top of coursework.
- Participate in a timely manner, and on a personal level.
- Provide thoughtful posts with depth, so classmates are able to respond with equally thoughtful answers.
- Show support to other students in a positive and effective manner.
- Be organized and have a routine.
- Check Moodle daily to stay abreast of assignments, announcements, and forum discussions.

**Students Expectations of Each Other**
- *General:*
  - o Be courteous and respectful in all communications.
  - o Be respectful and helpful to your fellow students. Everyone that is here has a common goal of being successful, help each other accomplish that!
  - o Engage in course work in a timely manner thus benefiting and not hindering the small group.
  - o Do not be afraid to give constructive criticism. It is not beneficial to remain unaware of errors or not providing enough depth.
- *Discussion Forums:*
  - o Bring a good attitude to the discussions/forums.
  - o Use proper grammar, punctuation, and spelling, so classmates can easily understand what the initial poster is trying to convey.
  - o Use proper and appropriate in-text citations when responding and criticizing forum posts.
  - o Post discussions early in the week whenever possible, so others can respond in a timely manner.
  - o If late in the week and you notice someone with a missing assignment, shoot them a reminder email.
- *Assignments/Feedback:*
  - o Post assignments in a timely manner so feedback can be given/implemented in a timely fashion.
  - o Invest in each other's learning by showing support and providing honest, specific, constructive, and thoughtful feedback.

- Do not just review assignments in your group to say you did it - take the time to read and understand the material, aim to assist in your classmates' improvement. Ask clarifying questions, if needed.
- Upon receiving feedback, keep an open mind and truly consider the comments/critiques.