

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

Examination of methods and techniques for evaluation and assessment of workplace learning. Analysis of contemporary issues in today's learning environments. Students who take OTL541 will not be able to apply this credit towards any program requiring OTL541K.

Course Overview:

In OTL541, Assessment and Evaluation in Learning Performance, students will be provided with an overview of and application experience with learning evaluation tools. Students will gain knowledge regarding the purpose and need for formal evaluation tools, such as assessment and evaluation, in all formal learning experiences. In addition to an overview, students will explore recommendations and ethical/legal concerns for assessment and evaluation.

Course Learning Outcomes:

1. Explain the role of assessment and evaluation in the instructional design process.
2. Evaluate appropriate assessment and evaluation strategies, methods, approaches, and techniques for use in digital, mobile, and social technology environments.
3. Summarize ethical and legal considerations, implications, and issues related to digital, mobile, and social technology assessment and evaluation.
4. Prepare and produce effective feedback for the distance and digital learning environment.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

None

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- McMurtry, K. (2014). Review of the instructional design knowledge base: Theory, research, and practice. *TechTrends*, 58(3), 97-99.
- Zlatović, B., Balaban, I., & Kermek, D. (2015). Using online assessments to stimulate learning strategies and achievement of learning goals. *Computers & Education*, 91, 32-45.

Discussion (25 points)

Critical Thinking: Analysis of Assessment or Evaluation Instruments (75 points)

Select or create two different assessments or evaluation instruments that could be used to assess learning in the workplace and analyze each to determine whether it is formative or summative, whether it is valid, and whether it is reliable.

In a well-constructed, scholarly essay of 3-4 pages, present your findings. Support your ideas with research from 2-3 credible sources documented according to the [CSU-Global Guide to Writing and APA](#). The CSU-Global Library is a good place to find sources!

Tips for Success:

- If you plan on creating your own instrument(s) you may want to search for open-source (i.e., no cost) tools that can assist you in creating digital assessments or evaluations.
- If you plan on selecting assessments or evaluations that have been created by other individuals, you may wish to search the CSU-Global Library or conduct a search through an internet search engine.
- If you have already selected an existing business or organization for your Portfolio Project, it may be advantageous to research whether there are any existing assessments or evaluation tools that you can analyze.

When you are ready to submit your assignment, click the "Submit Assignment" button on the right side of the Schoology page.

Portfolio Milestone

Create an evaluation plan for a business or organization that wishes to assess the effectiveness of their training and workplace learning initiatives. The goal of the evaluation plan is to improve the performance of the targeted learners (employees of the business or organization) by improving the organization's existing assessments and learning evaluations or by creating new ones. The process will include selecting a business or organization, creating a profile, conducting a needs analysis, setting objectives, collecting data, creating an assessment, planning feedback and reporting strategies, and reflecting on your work.

Based on the cumulative nature of this project, your evaluation plan will be built in a template provided in Module 8. Each week you will complete a section of the template, including a reflective component in Module 8.

Please navigate to Module 8 now to read the full details of the project and download the template. Additionally, view the Portfolio Project grading rubric in Module 8 to see how this project will be assessed. Reach out to your instructor with any questions!

Module 2

Readings

- Jasson C.C., & Govender, C. (2017). Measuring return on investment and risk in training – A business training evaluation model for managers and leaders. *Acta Commercii*, 17(1), E1-E9.
- Phillips, P., Ray, R., & Phillips, J. J. (2016). How to capture the business value of leadership development. *People & Strategy*, 39(2), 46-51.

Discussion (25 points)

Critical Thinking: Organizational Profile and Analysis (75 points)

The Critical Thinking assignments in this course will build upon each other to help you complete the final Portfolio Project, an evaluation plan for a business or organization that wishes to assess the effectiveness of their training and workplace learning initiatives. In this step, you will research and select the business or organization you plan to use in your Portfolio Project.

Ideally, you will select a real business or organization—this will provide you with the opportunity to solve real problems and practice dealing with the complexities of organizations that grow and change in response to multifaceted issues. This step may require additional research to ensure that you can obtain

all of the information needed to complete the profile as well as the remaining assignments in the course that pertain to this business or organization.

Once you have selected your business or organization, continue to use the Portfolio Project template linked in Module 8 to provide a profile based on the dimensions below:

- Name of Business/Organization
- Description of Business (Organizational structure, number of employees, strategy, drivers, etc.)
- Infrastructure available to support online delivery of assessments and evaluations.
- Preferred online delivery method and tools (blended, strictly online, LMS, digital, mobile, and social technology tools, etc.)

Please indicate how you located the information for your profile, citing at least 2-3 credible sources in accordance with the *CSU-Global Guide to Writing and APA*. The CSU-Global Library is a good place to find these sources. When you are ready to submit your assignment, click the "Submit Assignment" button on the right side of the Schoology page.

Module 3

Readings

- Brinkerhoff, R. O., & Dressler, D. (2015). Using evaluation to build organizational performance and learning capability: A strategy and a method. *Performance Improvement*, 54(7), 37-44. doi:10.1002/pfi.21497
- Ebrahim, M. I. (2015). Learning needs assessment (LNA) and evaluation of learning outcomes: A scientific approach. *International Journal of Arts & Sciences*, 8(6) pp. 503-511.

Discussion (25 points)

Critical Thinking: Baseline Needs and Analysis (75 points)

The Critical Thinking assignments in this course will build upon each other to help you complete the final Portfolio Project: an evaluation plan for a business or organization seeking to provide blended or online training and learning. In this step, you will conduct a baseline needs analysis, document the following results in the Portfolio Project template, and submit the document for feedback from your instructor.

Determining baseline needs by conducting a needs analysis ensures that instruction and subsequent assessment will meet the learning needs of the organization and will accurately measure the results of the instruction delivered. For this assignment, conduct your needs analysis by answering the questions below. Make sure to consider the information you learned while building your business profile in Module 2. You may also wish to look ahead, since you will need the information you discover in this analysis to develop targeted learning outcomes in Module 4.

- **Training Request**
What was the initial request for training? Who was the requester? What was the basis for the request or the perceived need for the training? (Depending on your choice of business or organization, this may be a real request or one that you have created for the purpose of this project.)
- **Standards of Performance**
What are the job requirements?
- **Key Performance Metric (KPM)**

How will the performance be measured?

- **Training Goal(s):** What is it that the learner needs to learn?

Please support the information in your analysis, citing at least 2-3 credible sources in accordance with the *CSU-Global Guide to Writing and APA*. The CSU-Global Library is a good place to find these sources. When you are ready to submit your assignment, click the "Submit Assignment" button on the right side of the Schoology page.

Module 4

Readings

- Acevedo, M. (2014). Collaborating with faculty to compose exemplary learning objectives. *Internet Learning Journal*, 3(1), 5-16. Retrieved from <http://digitalcommons.apus.edu/internetlearning/vol3/iss1/3/>
- Moga, D. E., & Cabaniss, D. L. (2014). Learning objectives for supervision: Benefits for candidates and beyond. *Psychoanalytic Inquiry*, 34(6), 528-537. doi:10.1080/07351690.2014.924367

Discussion (25 points)

Critical Thinking: Measurable Learning Objectives (75 points)

The Critical Thinking assignments in this course will build upon each other to help you complete the final Portfolio Project, an evaluation plan for a business or organization that wishes to assess the effectiveness of their training and workplace learning initiatives. In this step you will develop Measurable Training Objectives to meet the identified training goal.

To begin the process, select either the ABCD or the SMART method to ensure that your objectives are measurable and of high quality. Develop at least three objectives for your business or organization. In addition, you will brainstorm possible instructional strategies that can be implemented and are aligned to each measurable objective. When you are ready to submit your assignment, click the "Submit Assignment" button on the right side of the Schoology page.

Module 5

Readings

- Ahmed, I., & Bhatti, A. (2016). Design and implementation of performance metrics for evaluation of assessments data. *International Journal of Evaluation and Research in Education*, 5(3), 235-245. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1115407>
- Kirkpatrick, J., & Kirkpatrick, W. (2015). An introduction to the New World Kirkpatrick Model. *Kirkpatrick Partners*. Retrieved from <http://www.kirkpatrickpartners.com/Portals/0/Resources/White%20Papers/Introduction%20to%20the%20Kirkpatrick%20New%20World%20Model.pdf>

Discussion (25 points)

Critical Thinking: Data Collection Plan (75 points)

The Critical Thinking assignments in this course will build upon each other to help you complete the final Portfolio Project: an evaluation plan for a business or organization seeking to provide blended or online

training and learning. In this step you will outline your plan for collecting data for each of the four levels of evaluation: participant reaction, learning, job impact, and business impact.

For each level your plan needs to include:

- Data needed.
- Target groups.
- Data collection methods.
- Timeline for collection.
- Issues, challenges, and considerations related to digital, mobile, and social technology assessments.

Continue using the template to organize your ideas. Provide a rationale to support your data collection strategies, citing at least 2-3 credible sources in accordance with the *CSU-Global Guide to Writing and APA*. The CSU-Global Library is a good place to find these sources. When you are ready to submit your assignment, click the "Submit Assignment" button on the right side of the Schoology page.

Module 6

Readings

- Donita, C., & Irit, S. (2016). Online quizzes in a virtual learning environment as a tool for formative assessment. *Journal of Technology and Science Education, 6(3)*, 188-208. doi:10.3926/jotse.217
- Liang, C., Chang, C., Shu, K., Tseng, J., & Lin, C. (2016). Online reflective writing mechanisms and its effects on self-regulated learning: A case of web-based portfolio assessment system. *Interactive Learning Environments, 24(7)*, 1647-1664. doi: 10.1080/10494820.2015.1041403

Discussion (25 points)

Critical Thinking: Create an Assessment for Online Delivery (75 points)

The Critical Thinking assignments in this course build upon each other to help you complete the final Portfolio Project, an evaluation plan for a business or organization seeking to provide blended or online training and learning. In this step you will create an assessment that could be delivered online in a workplace setting to help participants identified in Module 5 achieve one of the learning outcomes you created in Module 4.

Create at least one assessment aligned to one or more of the learning objectives established in Module 4 that can be delivered online. You may submit this assignment in one of several forms. You may choose to include the assessment in your template, or you may build the assessment in your own learning management system, Google Docs, or another site. If you choose an option other than the template, please provide your instructor with access to the assessment and any necessary directions to allow for a review of the assessment.

Regardless of your submission preference, please also provide a written explanation in the template to address the following:

- How did you ensure the assessment is valid and reliable?
- What legal and ethical considerations did you account for in the creation of your assessment?
- What are the issues and challenges related to digital, mobile, and social technology assessments that need to be considered in relation to your assessment?

Continue to use the template to organize your responses to the questions. Provide a rationale to support your data collection strategies, citing at least 2-3 credible sources in accordance with the *CSU-Global Guide to Writing and APA*. The CSU-Global Library is a good place to find these sources. When you are ready to submit your assignment, click the "Submit Assignment" button on the right side of the Schoology page.

Module 7

Readings

- Gallagher, G. (2017). Aligning for learning: Including feedback in the constructive alignment model. *AISHE-J: The All Ireland Journal of Teaching & Learning in Higher Education*, 9(1), 3011-30112. Retrieved from <http://ojs.aishe.org/index.php/aishe-j/article/view/301/504>
- Schaaf, M., Donkers, J., Slof, B., Moonen-vanLoon, J., Tartwijk, J., Driessen, E. B., . . . Cate, O. T. (2017, April). Improving workplace-based assessment and feedback by an e-portfolio enhanced with learning analytics. *Educational Technology Research and Development*, 65(2), 359-380. Retrieved from <https://link.springer.com/article/10.1007/s11423-016-9496-8>
- Wollenschläger, M., Hattie, J., Machts, N., Möller, J., & Harms, U. (2016). What makes rubrics effective in teacher-feedback? Transparency of learning goals is not enough. *Contemporary Educational Psychology*, 44-451-11. doi:10.1016/j.cedpsych.2015.11.003

Opening Exercise (0 points)

Discussion (25 points)

Module 8

Readings

- Chesney, C. (2016). Commit to training and see a return on your investment. *Auto Body Repair Network*, 55(10), 36. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=bth&AN=118931483&site=ehost-live>
- Hatcher, T., & Bowles, T. (2014). Bridging the gap between human resource development and adult education: Part two, the critical turn. *New Horizons in Adult Education & Human Resource Development*, 26(1), 1-12. Retrieved from <http://dx.doi.org.csuglobal.idm.oclc.org/10.1002/nha3.20048>

Discussion (25 points)

Portfolio Project: Evaluation Plan (350 points)

During this final module you will complete the remaining sections of the Portfolio Project template—the plan to report data and findings to the business, and your professional reflection. Continue to organize your work in the template and incorporate any feedback received from your instructor throughout the course. The full project description is below.

Create an evaluation plan for a business or organization that wishes to assess the effectiveness of their training and workplace learning initiatives. The goal of the evaluation plan is to improve the performance of the targeted learners (employees of the business or organization) by improving the organization's existing assessments and learning evaluations or by creating new ones. The process will

include selecting a business or organization, creating a profile, conducting a needs analysis, setting objectives, collecting data, creating an assessment, planning feedback and reporting strategies, and reflecting on your work.

Each module of the course will help you to complete a required component of the Portfolio Project, as outlined below:

- **Business/Organization Profile** that includes the name, description, infrastructure available to support online delivery, and preferred online delivery method and tools. (*Section One of Portfolio Template. Content covered in Module 2*)
- **Analysis: Baseline Needs Assessment Results** that includes the request for assessment/evaluation, standards of performance, key performance metric, and measurable training goal. (*Section Two of Portfolio Template. Content covered in Module 3*)
- **Measurable Training Objectives** developed to meet the identified training goal. Each objective should be specific, measurable, attainable, research-based, and time-bound (SMART). (*Section Three of Portfolio Template. Content covered in Module 4*)
- **Data Collection Plan** for each of the four levels that includes data needed, target groups, data collection methods, timeline for collection, and considerations for online delivery. (*Section Four of Portfolio Template. Content covered in Module 4, 5 and Module 6*)
- **Create an Assessment for Online Delivery** that is aligned to one or more of the measurable training objectives. (*Section Five of Portfolio Template. Content covered in Modules 1, 4, & 6*)
- **Feedback to Learners Plan** that includes description of how quality feedback will be provided to learners in the distance and digital learning environment along with rubrics or other tools and justification for how the feedback will help learners transfer learning to job performance. (*Section Six of Portfolio Template. Content covered in Module 7*)
- **Reporting Data & Findings to Business Plan** that includes a description of the report and presentation, including a table of contents for the report and the planned method and tools that would be used in the presentation. (*Section Seven of Portfolio Template. Content covered in Module 8*)
- **Professional Reflection** that addresses the following questions: How effective do you believe your plan will be and why? What questions or concerns do you anticipate the business or organization might have with regard to your plan? What is your favorite aspect of your plan and why? Are there areas in which you believe you need more practice or more information? How can you continue to improve your skills and understandings? Your reflection should be well written, cite at least three credible sources, and be 2-3 pages long. The CSU-Global Library is a good place to look for sources! Ensure the written and cited components of your project conform to the *CSU-Global Guide to Writing and APA*.

Based on the cumulative nature of this project, your evaluation plan will be built in the template linked on Module 8. When you are ready to submit your assignment, click the "Submit Assignment" button on the right side of the Schoology page.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.