

TRAINING AND EVALUATION PLAN

Prepared by: Jennifer Wagner

TRAINING PROJECT OVERVIEW

PROJECT TITLE	Creating Hybrid Course Videos
ORGANIZATION	Mott Community College
INTENDED AUDIENCE	Instructors
OVERVIEW OF SUBJECT MATTER	This training project will teach instructors how to create instructional videos and add closed captioning and other federal accessibility requirements in order to make courses more accessible for all students and to increase enrollment of students who are unable to attend or benefit from on-campus/face-to-face courses.
REQUIRED PRE-REQUISITE KNOWLEDGE	Basic knowledge of how to use a computer, headset/microphone, and possibly webcam

MISSION CRITICALITY

<p>ORG MISSION, VISION AND/OR VALUES TO BE SUPPORTED BY TRAINING</p>	<p>The mission of Mott Community College is to provide high quality, accessible, and affordable educational opportunities and services that cultivate student success and individual development and improve the overall quality of life in a multicultural community.</p>
<p>SUMMARY OF TRAINING IMPACT TO BUSINESS GOALS <i>(If no impact, adjust levels of evaluation accordingly. Only mission-critical training requires all four levels of evaluation.)</i></p>	<p>This project will directly impact the goals of providing high quality, accessible, and affordable educational opportunities for all students. Instructors will be able to improve the quality and affordability of educational content for their courses, include accessible content as required by federal law, and this should lead to increased and improved educational opportunities that lead to student success, reflected in more new and continuing enrollments.</p>

LEVEL IV - RETURN ON EXPECTATIONS /INVESTMENT

RETURN ON EXPECTATIONS

<p>TARGETED OUTCOMES POST-TRAINING <i>(What does success look like?)</i></p>	<ul style="list-style-type: none"> • Lecture videos available online for all courses • Accessibility requirements included for all electronic content • Increased student enrollment in hybrid courses 	
<p>SUCCESS FACTORS <i>(List of factors that contribute to success, such as on-the-job application, performance, required drivers, etc.)</i></p>	<ul style="list-style-type: none"> • Instructors continually create accessible videos for course content (and update them when needed) each semester • Job aids, mentors, and reminders available for all instructors • University-wide recognition of instructors who offer hybrid course content 	
<p>ROI ANALYSIS REQUIRED OR REQUESTED FROM STAKEHOLDERS?</p>	<p style="text-align: center;">YES NO</p>	
	<p>YES</p>	

RETURN ON INVESTMENT ANALYSIS (IF APPLICABLE)

Complete this section—whether or not ROI is “required by stakeholders,” as indicated on previous page.

- Select the type of ROI that you believe would be most suitable to your project and explain your decision in the “describe” section.
- *In a real life project, you would identify the type of ROI required, then use your selected ROI Template to calculate and project outcomes. Completing a separate ROI template is not required for your assignment, but reviewing the templates and indicating which might be most useful for your project is required.)*

TYPE(S) OF ROI REQUIRED							
CLASSROOM VS. ELEARNING COST	GENERAL (PRODUCTIVITY/VALUE)	5-YEAR OUTLOOK	LOST OPPORTUNITY	TIME/VALUE	SHARED COSTS	VIEWPOINTS	QUALITY
		x					
Describe your choice of ROI template and how it will contribute to your analysis:							
A 5-year outlook is most suitable to this training project since the main goal is an increase in student enrollment in hybrid courses, which will be analyzed each semester for several years.							

EVALUATION PLAN

GOAL OF EVALUATION

PROJECT GOALS: Increase number of courses offered in hybrid format with lecture videos available online at all times
 Meet all federal accessibility requirements for public institutions of education using electronic materials
 Increase enrollment in courses, especially of underserved students who cannot attend face-to-face courses

Level(s) of evaluation required:

Level I Level II

Level III Level IV

EVALUATION OBJECTIVES TO BE MEASURED: To measure instructors' knowledge and use of video creation software, implementation of accessibility requirements (closed captioning, image descriptions, etc.), and growth of student enrollment in hybrid courses

The following greyed-out sections may be useful in a real-world setting. They are not required for this assignment.

SCHEDULE OF ACTIVITIES			
Step	Due Date	Person Responsible	Done?
ESTIMATED COST OF EVALUATION			
<i>Time to develop evaluation:</i>			
<i>Time to administer evaluation and collect results:</i>			
<i>Time for users to take evaluation (time to complete x wages):</i>			
Estimated total evaluation costs:			
DATA COLLECTION SCHEME			
Date Collected	When Collected	How Collected	By Whom?
ANALYSIS SCHEME			
What measures will you calculate?	How will you perform the calculation?	How will you isolate the effects of training?	Who will perform the analysis?
REPORTING SCHEME			
Result you will report	To whom?	In what format?	

TRAINING AND IMPLEMENTATION

LEVEL III – JOB ANALYSIS AND SUPPORT PACKAGE

POTENTIAL BARRIERS TO CHANGE ON THE JOB	<ul style="list-style-type: none"> • Part-time instructors may be busy with other jobs and have little extra time to create videos • Instructors may not have necessary hardware/software on home computers and must rely on university technology • Adjunct instructors do not get paid extra for amount of time needed for creating videos and adding subtitles
---	--

PROJECT GOALS <i>(As already stated above under evaluation plan.)</i>	LEADING INDICATORS <i>(Observations and measurements that demonstrate training impact toward goal)</i>	CRITICAL BEHAVIORS <i>(Performed consistently on the job)</i>	REQUIRED DRIVERS <i>(Processes or systems that enforce, monitor, encourage or reward critical behaviors)</i>
Increase number of courses offered in hybrid format with lecture videos available online at all times	<ul style="list-style-type: none"> • Videos are added to LMS before face-to-face class takes place 	<ul style="list-style-type: none"> • Create and upload videos every week for every lecture 	<ul style="list-style-type: none"> • Assigned mentor for encouragement and help • Online training modules available at all times
Meet all federal accessibility requirements for public institutions of education using electronic materials	<ul style="list-style-type: none"> • All videos have subtitles and all images/graphs/charts have text descriptions 	<ul style="list-style-type: none"> • Add subtitles/descriptions every week for every video/text before uploading 	<ul style="list-style-type: none"> • Reminder notices about accessibility sent weekly • Checklist of requirements to follow
Increase enrollment in courses, especially of underserved students who cannot attend face-to-face courses	<ul style="list-style-type: none"> • Enrollment data and demographic information about students throughout the academic year 	<ul style="list-style-type: none"> • Include links to other free professional videos and open educational resources/open access textbooks 	<ul style="list-style-type: none"> • Recognition of instructors who offer hybrid classes and use only free resources in both internal and external university promotional materials

LEVEL II - LEARNING OBJECTIVES

LEARNING OBJECTIVES <i>(Based on desired critical behaviors above)</i>	LEVEL II FACTOR BEING MEASURED
After completing the training, instructors will be able to: 1. identify features of accessibility that are required by federal regulations for online electronic materials	Knowledge
2. select and organize the steps required to create instructional videos using SnagIt/Camtasia	Skill
3. recognize the importance of offering hybrid courses	Attitude
4. revise available support services to continue creating hybrid content for future courses	Confidence/Commitment

ASSESS LEARNING OBJECTIVES AND DETERMINE METHODS OF TRAINING / MEASUREMENT REQUIRED IN ORDER TO MEET OBJECTIVES.

LEVEL II METHODS SUGGESTED

TRAINING METHOD(S) <i>(In the applicable field(s), use the space to describe why the chosen training method(s) best supports the goals, audience and subject matter.)</i>					
ELEARNING	CLASSROOM TRAINING	BLENDED APPROACH	1:1 TRAINING	JOB AID	OTHER? <i>(Describe)</i>
Software simulation for part-time employees who can do the training anywhere, at any time					

EVALUATION METHODS *(In the applicable field(s), use the space to describe why the chosen testing method(s) best supports the goals, audience and*

<i>subject matter.)</i>				
COGNITIVE TEST	PERFORMANCE TEST	PRECEPTOR OBSERVATION	CHECKLIST	OTHER? <i>(Describe)</i>
This will determine if instructors are able to identify accessibility requirements for electronic content.	This will determine if instructors are able to use the software on their own to create videos and add subtitles.			

LEVEL I EVALUATION

LEVEL I EVALUATION REQUIRED?	YES	NO
		YES
GOALS FOR LEVEL I EVALUATION <i>(Goals framed around Level I outcomes like employee satisfaction with training and face validity.)</i>	<ul style="list-style-type: none"> To determine if instructors easily understood the software simulation and feel confident about what to do on the job and how to get help if needed 	
METHODS AND TIMING FOR LEVEL I EVALUATION <i>(Describe your approach)</i>	<ul style="list-style-type: none"> First-person statements measured on scale Strongly Disagree-Strongly Agree and question with Free Text response on how lessons can be improved; both formative and summative 	