

EVALUATION PLAN

How well does this course meet expectations? Are learners achieving all of its goals and objectives? This document exposes data that's being collected, as well as ways to analyze it, in order to best iterate both course design and presentation in the future.

KIRKPATRICK EVALUATION MODEL

Donald Kirkpatrick is best known for creating a highly influential 'four level' model for training course evaluation which includes measuring:

- Reaction - Do participants find the training favorable and relevant to their jobs?
- Learning - Have participants acquired the intended knowledge due to their training?
- Behavior - Are participants able to apply what they learned in the real world?
- Results - Has there been a measurable impact on the participants' organization?

MEASURING REACTION

The Digital Chapter Management course includes a "knowledge and confidence" survey at the start and end of the experience. In them, the following questions were scored on a Likert scale:

- (1-5) How would you describe your comfort level with using Google Classroom?
- (0-5) How would you describe your comfort level with using the Google Admin Console?
- (0-5) How would you describe your comfort level with using Google Groups?
- (0-5) How would you describe your comfort level with using Google Drive?
- (0-5) How would you describe your comfort level with using Google Sites?

In addition, three trichotomous questions (yes/no/maybe) were included in the survey:

- Do you feel like you could update the email alias on an existing Polly Cooper account?
- Do you feel like you could add someone to a Polly Cooper Chapter group mailing list?
- Do you feel like you could update some text on the external website?

Through the answers to these questions, we can glean some valuable data on a learner's reaction. For example, by analyzing the second set of responses, we learn that:

- **If respondents answered "no" to believing they could update the email alias, adding someone to a group mailing list, or updating text on the external site, then the course was not relevant to the job they are hoping to perform.**
- **If respondents answered between 0-3 on any of the "comfort level" questions, the training was not favorable to the learners. Actual learning and knowledge retention are separate measurements from attitude and feelings.**

Additionally, because the questions are identical in the first and second survey, we can look at the differences between their answers for additional data, such as:

- **Measuring the learner's perception of value by looking at the gap between their initial answers and final ones. If their comfort level with Google Classroom was a 1 at the start and a 2 at the end, it was not time well spent. However, if they jump from a 1 to a 5, it was a valuable experience.**

MEASURING LEARNING

While the “knowledge and confidence” surveys measure someone’s perception of learning by assessing their comfort with the material, it’s also possible to review their performance results across all five “knowledge checks” and two 15-question quizzes. Through that data, we can find insightful answers to questions like:

- **Are learners able to retain what they’ve been taught by scoring at least 80% correct or more in the two quizzes? Which questions are routinely missed?**

In contrast, the last unit, covering the planning, composition, and publication of a website in Google Sites, is not covered in a “knowledge check” or quiz. In that circumstance, chapter leadership can assess learning and performance by asking for graduates to share their business card website. Do most learners display exemplary, competent, or developing skills in their sites? The rubric included in the development design can help in that determination.

MEASURING BEHAVIOR & RESULTS

Behavior and results are two additional qualitative assessments that can be made through conversations, interviews, and observations. As trusted course graduates are elevated to chapter administrators, are they able to make the necessary adjustments to Google Groups or the external website? What’s the net result of their efforts - are they able to ensure faster turnaround on updates, or do they tend to get stuck? The goal is for their skills to translate and provide a benefit to the chapter. In time, this impact may be measurable through increased website traffic, event participation, or committee activity.

ACCESSING DATA

The Forms-based data discussed above can be retrieved by course teachers both in Google Drive (as shared documents) and by clicking the “edit” icon in the lower right corner of the forms themselves. Google provides instructions on analyzing forms in its Google Workspace Learning Center: <https://support.google.com/a/users/answer/9303167> Additionally, Google Admin Console administrators can generate student usage reports using the instructions provided in their Help Center: <https://support.google.com/edu/classroom/answer/7283376>