Evaluation Plan for Time Management Course

**Introduction**

This plan is for a time management course with the purpose of preparing students for earning their college degree. The course includes modules of skills such as productive mindset, successful habits, avoiding distractions, planning and scheduling, and goal setting. The final project is an action plan that students can use when starting their degree program.

The audience for this course is working adults that are starting their AA degree and have not yet earned a degree. Currently, in the degree program, students consist of 87% female, 90% full-time employees, 65% with dependents. The average age for a student is 43.7 years. This course is intended to target these students before they start their degree program.

We have several key points of interest with this course to focus on. First, we would like to see if students begin the program more quickly and get a stronger start in earning their degree by taking this course as compared to those that have not taken this course. Second, we would like to see if students continue to move more quickly through the program and earn their degree faster than those students who do not take the course. Finally, we would like to hear what the students say about the course experience, if it helped them to have a successful start and stay successful in earning their degree.

There are many stakeholders involved in the developmental process of this course. The process first starts with the instructional designers, like myself, in designing the course. Then the course will go to the Chief Learning Architect for feedback. When the final design is ready, it will then go to the CEO for final approval. When it is approved, a trial will be done on a small group of students and their feedback will be used before sending out the final version to the students. Each of these stakeholders will be given the evaluation data on the course and be involved in the continuous improvement of the course.

**Evaluation**

The primary aspects of the course to evaluate are, “does it help students earn their degree?” Some questions that can be asked to ascertain this are:

1. *Do students who take this course make a stronger start then students who do not?*
2. *Do students who take this course finish their degree more quickly than those that do not?*

Secondary aspects of the course to evaluate are related more to the student’s experience of the course. *Did the student find the course helpful in learning and applying time management skills? Was the student able to begin the program using time management skills and plan they had gained from the course? Did the student maintain time management skills throughout their program in earning their degree?*

**Data Collection**

For the primary evaluation aspects of the course, data will be collected about the students’ progress through the collaboration of the data specialist team in-house. They will collect data from past students, new students who did not take the course as well as a group of new students who will not take the course and a group of students who will take the course. They will begin measuring after the first month that the new students start their degree program and continue to collect data monthly for three years. They will collect data on student’s first month progress, their overall pace, and years to graduate.

For the secondary evaluation aspects of this course, a survey will be given to all new students after they have completed the course. It will ask them about their experience, what they learned and how they plan to implement the time management skills. Then, every three months, they will be given an additional short survey to follow up on their follow through. They will be asked if they are still following their action plan and using their time management skills. This will be done also on a quarterly basis for three years.

**Analysis**

For the primary evaluation of this course, the success metrics will be that students who complete the time management course will do better in their first month, meaning, on average they will submit more projects then the students who do not take the course. Additionally, students who take the course will have a faster pace and graduate, on average, more quickly than their student counterparts without the course. Of course, we would like to see a statistically significant difference between the two groups.

For the secondary evaluation, our success metrics will be shown from the student feedback through the survey. We will analyze the results of the survey to see if more than half the students give the course a “satisfactory or above” score for the course. We will also continue to see if more than half the students continue to use their action plan and time management course throughout their degree time.

**Utilization and Data Implementation**

When the analysis of the data is complete it will go to the Chief Learning Architect first. She will review it and write up a report for the CEO. The CEO will review both the report and the data and will have a meeting together with the Chief Learning Architect and in-house data specialists. They will discuss any changes or revisions to be made to the course.

These will then filter back down through the Chief Learning Architect to the Instructional Designers. The instructional designers will work collaboratively with the SME to implement these changes into the course. After the course has been updated, another small group of students will test the new course. Their input and feedback will be integrated into the course before it is used again on all incoming new students. After this iterative process, the survey will be updated to include questions about the course and this going feedback will be used for continuous improvement of the course. Every quarter, the Chief Learning Architect, CEO and in-house data team will meet to review the survey feedback and the instructional designers will make updates and changes.

**Conclusion**

This evaluation plan consists of several steps intended to provide assessment of the course that will be most useful to the stakeholders. The first step taken was to have the instructional designers design the course in a way that best meets the needs of the students. The next step was to ask questions about the effectiveness of the course to assess whether it was helping to make students more successful or not. These questions gave us data points that could be followed as metrics. The analysis of this data provides critical information to all the stakeholders. In looking at this data, it can be seen that this course will need adaptations and revisions to more closely align with students’ needs. This does not mean that the course itself is not useful, just that the content needs to directly relate to the audience. Therefore, as the organization expands out to different age ranges of students, it will need to adapt this course to fit those students.

Continuous improvement for this course would mean that students are involved in the feedback process and that the content is age-specific. As the student body expands and grows, so would this course. The “one size fits all” does not apply for the design of this course. In the future, the stakeholders may even want to consider different formats of the course such as hybrid for younger groups of students. The evaluation supports the design of this course for working adults but would need to be reconsidered for younger students. We want to see all students succeed and earn their degrees, so continuous improvement will help this course to meet those needs.