

Project F: Evaluation Plan for

MediaArtsonline

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IT 7210

Foundations of Distance Education

Program Evaluation

As we begin our first year in operation, we present our evaluation plan for the Media Arts Online distance education program. In the process, we will also present a course evaluation plan. This report is being delivered to you, the stakeholders and participants in the new program upon whom we rely for planning, administration, staffing, management, support, implementation and more. We developed a framework for our program development at the start. It is our mission to ensure that the goals of the program and the results we get are in alignment. We will examine objectives, indicators, and meaningful data to help communicate what results are achieved and to make improvements. We will collaborate with you and hope to ensure your interest, understanding and enthusiasm as we embark on our program.

This evaluation plan will determine how well outcomes reflect our goals: is the new distance education program serving the students, the community and the system as well as it can? What procedures and programs can we build on, and what methods must be changed or eliminated? This plan presents an overview of a process of continual improvement that we will put in place to monitor and lead to the strongest learning and career outcomes for students. We are working for eventual growth in this program that will benefit the community. We will use quantitative and qualitative methods to assess the progress of the program, how it can be improved during the next year and over time. An outside team affiliated with the local state university will undertake implementation of this evaluation project. Questionnaires will be distributed through the various departments and posted online for each sector being surveyed. Interviews will be organized with a sample of staff and instructors. Outside professionals in each area may be contacted for benchmarks and follow up information. Following the first evaluation results, affected staff and management will receive feedback from the evaluation team and will begin revision of course design and procedures if necessary. After that, other departments will receive reports with suggestions for their modifications and adjustments.

Quantitative data will be derived from administration records on enrollment, student profiles, returns on advertising dollars spent, student withdrawal rates, expenses, funds collected, etc. These statistics will give an indication of how we are functioning in the first year and beyond, in a continuous monitoring system. It may take longer to assess whether enrollment is on a growth curve, but retention rates will indicate whether students are satisfied enough to stay. This quantitative data will be plotted to show distribution of results and also changes over time.

Evaluation areas: will the Media Arts Online program meet its main *goals* and to what extent?

- A. Giving students the opportunity to *earn credentials* that indicate mastery in their areas.
- B. Enabling students to *master design/media principles, display skills and create artistic work*.
- C. Providing *students access to professional level programs and experienced artists* from different locations, at different times.

Program Evaluation Objective A: Indicators showing student success in *earning credentials*.

1. Course completion rates, and overall student retention rates over time.
Collect quantifiable data through registration records.
2. Graduation rates (data from registration records and transcripts).

Program Evaluation Objective B. Indicators showing student achievement in *mastering design/media principles, skills and creating artistic work*. Data will become available over time.

1. Completed artwork shows rigor, breadth and mastery, can be compared favorably to work at comparable institutions. Data for evaluation obtained from instructor evaluations at conclusion of courses.
2. Good acceptance rate for more advanced media arts study at other degree granting institutions. Data collected from student surveys in years following graduation.
3. Jobs attained in the industry and maintained. Data collected from follow up student surveys and agency surveys to identify employment of graduates of Media Arts Online

Program Evaluation Objective C. Indicators showing success of *student access to programs and experienced artists without traditional location/ schedule concerns.*

1. To what extent was registration and getting desired courses an easy process? Collect hard data of logged problems reported through emails, calls, and resolution of each.
2. Student accommodation successful for special needs and disabilities. Review data on special requests made for support or to instructional design department (hard data).
3. To what extent are course offerings expanding over time (track growth)?
4. Survey students on any other learner needs and expectations – via questionnaire.
5. Good quality of services and support service for students and staff. Review logged problems and resolution. Include online survey about quality and problem resolution.

Additional Program Evaluation on Functionality of Program Subsystems: Evaluator will review logs in each department, review results of strategies used to resolve problems (hard data). Surveys will be posted, and a small sample of interviews (phone) held with department heads. Some of the data is already being compiled in the departments:

1. *Instructional design & development department:* instructional design satisfactory, and meets deadlines. Use soft data from instructor survey.
2. *Marketing/strategic growth department:*
 - a. Quality of promotion and media communications. To what extent are advertising and the program attracting intended audience, reaching intended geographical areas? Check registration data.
 - b. Collect data on partnerships formed with other programs.
 - c. Review benchmarks on where ranked in relation to other similar programs.
 - d. Responsible for tracking graduate hire rates through follow up surveys over time.
3. *Media/technology department:* Quality of services and support for students and staff. Administer surveys to students and staff for qualitative data. Review logs, rate of complaints, resolution of problems data.
4. *Administration/student services/instructional staff:*
 - a. Expenses and revenue in line with projections to support needs. Track hard data in accounting. View accounting reports.
 - b. Demand for counseling, advising, problems. Track usage rates. View logs.
 - c. Instructor satisfaction and needs met. Salary sufficient, training, retention rates, materials and technology support. Use Likert scale questionnaires for data.

Program and Course Evaluations

Because there is little opportunity to conduct formative evaluations before the first semester, we will use the summative evaluation in this plan at the end of December as an opportunity to make adjustments. For the overall program, continual monitoring will result in systematically applied changes. Evaluators should give a complete report after each semester, providing relevant conclusions to overall management staff, designers, and more information to instructors. This will help remedy gaps in meeting objectives and reduce lags in implementing change. For course evaluations to properly integrate formative evaluations, an additional two to three months would be needed to pilot test, revise materials, make any modifications in the learning management system, and costs would increase. Instead, there must be sufficient research on use of instructional design, technologies, and content to improve courses prior to implementation. We base readiness for a September start on sufficient enrollment, completion of printed and multimedia materials, learning management system and infrastructure completion, and instructor agreement. On the fly changes in courses may be made by the instructor; the instructor will inform the instructional designers so that future implementation will also be improved.

As part of the summative evaluation, we will evaluate all of our initial courses: Design Foundations, Advanced Design, and Drawing courses are offered. The following semester we will add Page Layout and Digital Imaging, depending on sufficient enrollments. We will serve approximately 80-100 students in the first year.

1. *Level 1 evaluations* will be conducted in these courses to gather attitudes and perceptions as reflected in questionnaires. For example, what did the student like most about class?
2. *Level 2 evaluations* will address learning. Data may be gathered from tests and grades to demonstrate that learning has taken place. John passed a test on Photoshop shortcuts and demonstrated successful learning. Because the number of courses is small, it would not be difficult to gather data on exam success rates to add to statistics if needed.
3. A *level 3 evaluation* shows that the learning has transferred. John is applying his new design skills as an intern. John's supervisor at Smith Printing notices John's increased capabilities and responds in the standard questionnaire that John has increased his skill and abilities. Internships will take place over time as placements occur.
4. A *level 4 evaluation* will indicate impact of new learning after it is applied to a new situation. John is now working for Company XYZ, and his art direction is so creative and effective that he just won an Addy Award and brought the company new clients. This evaluation might result from interviews with future employers. It would not be applied in this case.

Course Evaluations - The student evaluation experience:

Provide a level 1 summative evaluation for students to rate effectiveness of a course when finishing it:

1. Via online questionnaire (inexpensive). *See attached Likert scale questionnaire.*
2. Focus groups or chat interviews could be used, but will not be for time/cost reasons.
3. Summative evaluation surveys at course end might cover: quality of content, meeting objectives, materials, variety of methods, effectiveness, instructor performance, grading, satisfactory access provided to students with disabilities, technology support. Focus on DE issues that frequently discourage such as: was there enough feedback, interactivity; did you feel connected. (May exchange informal feedback during course.)

Course Evaluations - The instructor evaluation experience:

1. Get/give feedback during the course from student emails, chats. Evaluate student work.
2. Get evaluated at course conclusion in student evaluation survey (sample attached).
3. Offer instructor feedback opportunity through summative evaluation (Likert scale).
4. Offer instructors/designers use of student summative evaluations to revise materials.

Conclusions from data:

Quantitative data is derived from records, student profiles, student withdrawal rates, expenses, funds collected, etc. We will use analysis techniques to derive the standard deviation that will give stable and precise information about distribution from the data that has been gathered and plot in charts to illustrate. In the first year we will establish a baseline and may omit some measures until the end of the following year. It will take longer to assess some factors. We hope to determine cost effectiveness of the program and progress towards meeting goals.

The university team may use surveys such as Likert scales. These provide *qualitative data* and reflect attitudes. They produce a median point (the midpoint of the scores received on a given question) that can be shown on graphs that list each question and show scores of responders. Scores are shown in order of value. Range is listed also. For example: Range = 100 – 82 = 18. We will notice in what range scores cluster, and this gives a good indication of attitudes being measured in ordered data. We do not have exact data based on an interval scale in this case. *See sample attached.*

By January, stakeholders will have access to results in an electronic format available at the Media Arts Online website (a pdf file); electronic notification will be emailed. There will also be an on-the-ground presentation at the main building and a virtual presentation simultaneously for staff, link available at the website. The data will be used to make future planning decisions, and to ensure continuous improvement through monitoring in all areas. The evaluation plan is going to help us meet program goals so Media Arts Online becomes a distance education center for artists of the future.

References

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McVay Lynch, M. (2002). *The online educator: A guide to creating the virtual classroom*. New York, NY: RoutledgeFalmer.

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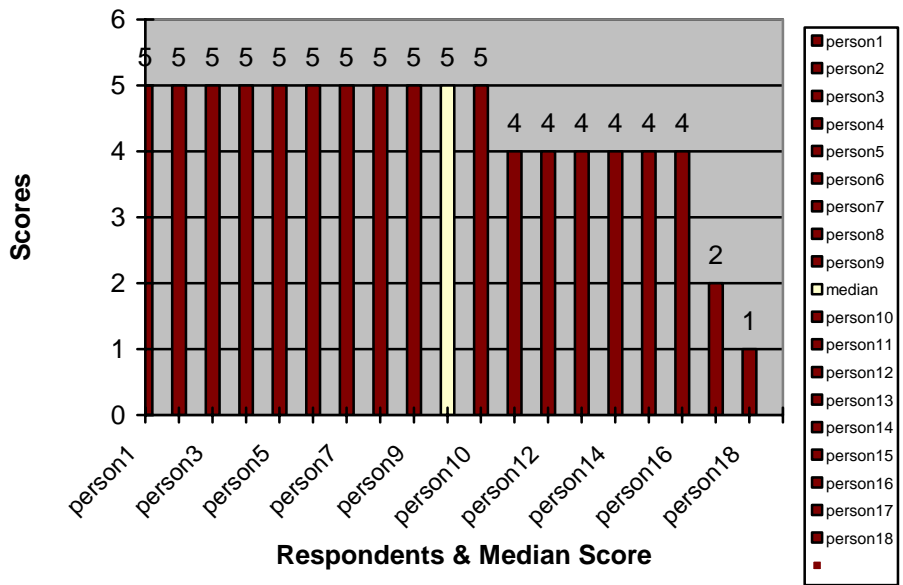
Attachments

Attachment 1 Plotted Data Likert Scale

Figure 1 Median and Range
 18 Respondents Range: 5 – 1 = 4 Median: 5

Media Arts Online Sample Data
 Student Responses on Questionnaire Re: Foundations of Design
 Instrument: Likert Scale

Responses for Question #1:
 "The instructor discussed the outline for the course at the beginning of the online session."



Attachment 2 – Sample of survey questions - Likert Scale Survey

A questionnaire might be set up on line, either as a pdf or programmed to post interactively.

For each of the questions below, please indicate your level of agreement or disagreement by clicking the number in the appropriate column.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<u>Goals and Requirements</u>					
1. The instructor discussed the outline for the course at the beginning of the online session.	1	2	3	4	5
2. The goals/objectives of the course were met.	1	2	3	4	5
3. The reasons for the test were made clear at the beginning of the course	1	2	3	4	5
<u>Teaching and Presentation</u>					
4. The instructor's presentations were clear and well organized.	1	2	3	4	5
5. The instructor related course information to actual practical applications.	1	2	3	4	5
6. The instructor gave timely feedback about work.	1	2	3	4	5
<u>Course Content</u>					
7. The course content is consistent with the stated course description in the outline.	1	2	3	4	5
8. Small group exercises, chats, discussions, increased my understanding.	1	2	3	4	5
<u>Navigation, Materials, and Setup</u>					
9. The online format was convenient.	1	2	3	4	5
10. Handouts posted were clear and pertinent.	1	2	3	4	5
11. Audio visual technologies worked well	1	2	3	4	5

Additional – open-ended questions:

12. What did you like?

13. What would you change?

14. What would you eliminate?