

Chapter 7

EVALUATION PHASE

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7.1 – Chapter Introduction

Phase Overview

Synopsis

Evaluation is the fifth, and final, stage of the ADDIE process. As shown in the Coast Guard ISD Model below, evaluation is ongoing throughout all phases of the ADDIE process.



The two processes discussed in this chapter are the Course Assessment and Classroom Observation process. The course assessment process outlines the standards to which instructional materials are to be designed and developed. Classroom observations provide the assurance that instructional integrity is maintained and materials are valid. When used together, these processes provide quality assurance for courses, ensuring instructional integrity is maintained and that learning is taking place.

- The **Course Assessment Process (CAP)** is a document review of the instructional materials to ensure they were developed according to SOP and ISD quality standards (which are outlined on a series of checklists).
- The **Classroom Observation** process includes periodic classroom visits to physically observe the delivery of instruction to ensure it is delivered as designed.

Audience

Primary Audience: Coast Guard (CG) Training Performance System Branch Chiefs, CG civilian course developers and instructional systems specialists, Curriculum Development supervisors or local training officers and Master Training Specialists (MTS).

Secondary Audience: CG Training Center Performance Systems Branch managers supporting the instructional designers/course developers; the ISD project managers, project leads, or project coordinators, school chief and others who have been identified as having some role in course maintenance.

Phase Overview, Continued

Purpose

As mentioned in *Chapter 1*, the purpose of this phase is to answer the following questions:

- Did the training do what it was intended to do?
- Are Instructors delivering the training as designed?
- Does the instructional strategy work for the learners (primary), as well as the instructors (secondary)?

However, it should not be the first time you are considering these questions, because as previously mentioned – evaluation is **ongoing** throughout the ISD process. So how does this chapter assist in answering these questions?

The Course Assessment Process (CAP) assists us in answering if the materials were designed and developed to standard (starting in *Chapter 4*). As mentioned in *Chapter 5*, the course assessment process provides a set of standards to which instructional materials are to be designed and developed. These checklists are helpful to reference when conducting the QA ISD review, mentioned as part of the developmental review/testing process.

Classroom Observations assist us in answering if instructional integrity has been maintained (being delivered as implemented, and working for the learners/instructors), and assurance that materials are valid and reliable – which begins in *Chapter 5*.

Lastly, results of Level 3 evaluations help us answer if the training did what it was intended to do – can the performers complete the task to standard once on the job?

Note: *More information on the Level 3 evaluations can be found in Appendix X-Tip Sheet: Kirkpatrick's Four Levels of Evaluation, and SOP, Vol. 3: Evaluation.*

Phase Overview, Continued

Inputs

The sole input to this phase is a currently delivered course. However, with your courses, there are several stimuli that can prompt a course evaluation to take place, such as:

- An newly developed course has been implemented and convening for at least one year
- An existing course is due for its triennial update (curriculum outline update due)
- Receipt of a Curriculum Change Notification Form (*Chapter 8*) citing a need for Major Change to a course
- Classroom Observations that have taken place identify decreased instructional integrity
- Results of Level 3 evaluations for a currently convening course (see *Tip Sheet-X.1: Kirkpatrick's Four Levels of Evaluation*) identify a gap in teaching the desired/optimal performance

Outputs

The primary outputs as a result of this chapter include:

- Completed checklists and report documenting results of an assigned CAP.
- Completed checklist and observation summary documenting results of classroom observation(s).

Additional Resources

Additional information on Evaluation can be found in *SOP, Vol. 3: Evaluation* and Appendix X: *Tip Sheet-X1: Kirkpatrick's Four Levels of Evaluation*.

Phase Overview, Continued

Evaluation Matrix

A classroom observation can occur in isolation, for periodic quality assurance of the delivery/materials; however, it's recommended to observe classes in conjunction with a CAP, given your local resource limitations. The following table provides some guidance to help you determine if and when you may conduct Classroom Observations and/or Course Assessments (CAP).

IF	AND	THEN conduct:
An newly developed course has been implemented and convening for at least one year (since implementation)	Periodic Classroom Observations have taken place	No further action required
	Periodic Classroom Observations have NOT taken place	Classroom observations <i>(of various lessons to spot-check the instructional integrity and ensure material is being delivered as designed)</i>
An existing course is due for its triennial update (curriculum outline update due)	Periodic Classroom Observations have taken place	CAP <i>(and combine with any data collected from observations to determine where updates are needed.)</i>
	Periodic Classroom Observations have NOT taken place	CAP and Classroom Observations <i>(observe those lessons impacted by need for update (new RPQ's, new equip, etc), if known)</i>
Receipt of a Curriculum Change Notification (Chapter 8) citing a need for Major Change	----->	Classroom Observations <i>(for the lessons impacted by the change request, CAP not necessary)</i>
Classroom Observations reveal discrepancies	Curriculum Change notice is submitted	CAP
Results of Level 3 evaluations identify a gap in teaching the desired/optimal performance	----->	CAP and Classroom Observations
Formal review is <u>mandated</u> according to the assigned review cycle	----->	CAP

7.2 – Course Assessment Process (CAP)

Introduction

Overview

The Course Assessment Process (CAP) is designed to provide an internal evaluation of the instructional elements within existing courses, and serves as an excellent source of feedback. CAP also serves as the way in which courses are linked to performance through the systematic process used for each course assessed.

The course assessment process is a continuous improvement initiative. Performing evaluations on your course material is an important link to providing quality control and standardization to course materials in accordance with the established training systems standard operating procedures. This process helps to ensure that there is no loss of instructional integrity or deviation from the instructional materials, as originally designed and developed. If deviations are necessary, those modifications should have been submitted through the change management process detailed in *SOP Vol. 5, Chapter 8*.

Requirement

All courses will be scheduled for a CAP at some point within the FC-51 assigned review cycle to ensure they remain focused on the missions of the 21st century Coast Guard. Initially, a course assessment should be conducted *annually* by internal school resources to determine if any change requests are necessary.

It is *recommended* that an internal mid-cycle self-assessment be conducted for each course to identify and correct deficiencies prior to the formal review mandated according to the assigned review cycle. Ideally, this will be conducted at the half-way point of the evaluation cycle (for example, a triennial course would be reviewed 18 months prior to the next scheduled revision).

At a minimum, a formal review is mandated according to the assigned review cycle (i.e. every three years for a course due for update triennially). Ultimately, the frequency at which your staff is able to support the completion of a CAP should be determined, and outlined, in your local procedures/SOP.

Process

Process Overview

As mentioned, once a situation prompts the need for a course assessment, tasking of this project is often initiated through the Performance Systems Branch or your training officer. The Branch/School Chief, working in partnership with the Performance Systems Branch, retains responsibility for the execution and completeness of the assessment. The school representative for the particular course identified for a CAP should work closely with the person or persons (assessment team) identified to conduct the assessment, and ensure they have complete access to all the course materials. A subject matter specialist (SMS) should be identified as a point of contact for technical questions.

An in brief (alignment meeting) should occur in a timely manner after the initial tasking. The purpose of the in brief is to establish the timeline for the remainder of the course assessment process, define roles and responsibilities, and communicate expectations during the process and upon completion of the assessment (see *Chapter 2*).

Assessment team should then conduct the CAP, utilizing the checklists provided in *Appendix V* (as well as any specifics outlined by local procedures/SOP). Upon completion, the results will be summarized in a final report, and will be presented to the school or course point of contact in an out brief.

Course Materials for CAP

The course materials that should be provided to the assessment team include, but are not limited to:

- Block plan/ schedule
- Curriculum outline
- All Performance Tests (level 2 evaluations)
- Master-copy of student guide/student materials
- Master-copy of instructor guides
- Master-copy of PowerPoint® presentations
- Job aids

Additionally, any other instructional materials developed for that particular course should be provided, as well as audio/video presentations, blended learning solutions, etc. used to support course objectives.

Process, Continued

Conduct Course Assessment

Courses will be reviewed using the comprehensive checklists provided in *Appendix V* (as well as any specifics outlined by local procedures/SOP). The CAP will ensure alignment with current training system standard operating procedures (SOPs), to include:

- Completeness and relevance of analysis that initiated course.
- Completeness and validity of curriculum outline.
- Validity and reliability of all evaluations, worksheets, performance criterion checklists, and test items.
- Completeness and relevance of student guides and other student materials (handouts, etc).
- Completeness and relevance of instructor guides (lesson plans).
- Relevance and clarity of PowerPoint®, audio/video, Advanced Distributed Learning (ADL) or other forms of blended learning presentations and training support material or equipment.
- Readiness of course for review by the American Council of Education (ACE).

Assessment Report and Outbrief

Upon completion, the assessment team will prepare a comprehensive report containing detailed findings from the CAP. It is recommended that an out brief be scheduled with key stakeholders for that course, to review the findings and make recommendations for remediation of any identified problems areas. Additionally, upon completion, the report will be forwarded to the appropriate chain (Performance Systems Branch Chief via the School Chief). If the findings warrant, notification by the local chain of command to FORCECOM and the Training Managers should be initiated for resource/funding support (see *Chapter 9*).

If determined as a result of the CAP, that course development resources be assigned, the PSB Chief will bring those recommendations forward for consideration (during prioritization of course development resources). This may occur through an after action report, or brief, to the Training Officer outlining mitigation strategies to address all problem areas reported during the CAP.

Follow-on course development efforts (if assigned) will result in a separate project plan for accomplishment of all work with associated timelines, resources required, and a draft Plan of Action and Milestones (POAM).

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7.3 – Classroom Observations

Introduction

Overview

This classroom observation process is a recommended strategy for ensuring the instructional integrity of courses (once implemented by the CG Training System). Conducting regular observations of the training process as it actually occurs can provide training centers with information regarding opportunities for continuous improvement. Additionally, it ensures the instructors are delivering the materials as designed, and that the design of instruction works for the learners (primary) and the instructors (secondary).

Purpose

The purpose of conducting classroom observations is to determine whether the instructional materials yield valid, reliable, and high fidelity training when delivered according to the instructional plan. The value it adds to the assessment process is that it provides you with a snap-shot of how the course is functioning, without the completion of a full document review (CAP).

The results of these classroom observations can be another trigger that a CAP be initiated (due to concerns of decreased instructional integrity observed), or that a course change form be submitted (see *Chapter 8*) for updating existing curriculum due to Major, Minor or Technical changes – but it can also be positive reassurance that the course is running as designed and learning is taking place.

Requirement

You are encouraged to conduct periodical classroom observations on any of the courses that you oversee. Classroom observations should begin after a course has been implemented for at least a year. These periodic observations are a proactive step in the course maintenance process. Other specific situations that require a classroom observation to occur may include:

- Receipt of a Curriculum Change Notification form (see *Chapter 8*)
- CAP has been tasked for the course, or
- Results of Level 3 evaluations identify a gap in teaching the desired/optimal performance

Note: *Execution of this process is highly limited by in-house resources, so consult with your local procedures or SOP on how this process may or may not be included in your overall course evaluation process.*

Process

Process Overview

Classroom observation can be assigned, or be conducted in a random/periodic manner for quality assurance purposes. No matter the reason, once decided upon the first step in the process is to identify who will do the observation.

Once identified, the observer should reach out to a school POC and notify them of their intent to visit. In doing so the school should ensure that a space is provided (in an unobtrusive location) for the observer to watch the instruction, provide them with all the instructional materials that support delivery of that particular lesson to review, and discuss the scheduling/delivery of all aspects of that particular lesson (from introduction through administration of performance tests).

During the process, the observer will use the checklist (see *Appendix V*) as a guide to determine; if the lesson is being delivered as originally designed, if it works for the instructor and students, and if the students are able to successful complete the performance test upon completion of the lesson.

After the observation is complete, this checklist can be used to generate a summary report noting any discrepancies, and discussed with the school and appropriate command for review.

Note: *These checklists may be modified locally to follow local procedures/SOP; the importance being that this is conducted, if possible, as another quality assurance input.*

Observers

An observer can be a course developer, Master Training Specialist, course chief, school chief, or other designated person familiar with the ISD process.
