

Running head: FINAL EVALUATION PLAN

Final Evaluation Plan

Katie Clay, Doug Kueker, Lisa Royse,

Ann Veith, Tracy Wenzl

ISLT 9455

May 3, 2009

EXECUTIVE SUMMARY

This is a proposal regarding a request to evaluate A.T. Still University's School of Health Management (ATSU SHM) new faculty orientation course SHM-FAC 100. This plan outlines an evaluation study, with both formative and summative components, designed to assist data-driven decisions regarding the ongoing improvement and effectiveness of SHM-FAC 100. Specifically, the formative component will assist the client as they identify course, faculty handbook, and delivery system improvements prior to the course release in July 2009. The summative component will investigate the course's effectiveness at preparing faculty for facilitating online courses at ATSU. Details on the specific purposes, the intended audiences, decisions supported, and questions addressed by the proposed evaluation are located on pages five through seven.

The evaluation is guided by a mixed methods approach to evaluation (Reeves & Hedberg, 2003). The data will be collected through focus groups, usability studies, expert reviews, interviews, end-of-course tests, and document analysis. Participants involved in this evaluation will be comprised of current students, faculty, other employees, and an interface design expert. Bracketing and triangulation (Reeves & Hedberg, 2003) will be used to reduce any inherent limitations in the study design. Details on the methods, sample, instrumentation, and limitations are located on pages seven through 12.

A project team including an on-site project manager, one data collection manager, and a team of data collectors will conduct the project. Findings will be assembled and reported to the Associate Dean of Curriculum and the Associate Dean of Academic Support. Data collection will begin on May 29, 2009 and the final report will be submitted by August 31, 2009. The total estimated cost of the study is \$19,845. Details regarding logistics, timeline, and budget are located on pages 13 through 15.

INTRODUCTION

The evaluation plan describes, in detail, the background, purposes, audiences, decisions, questions, methods, sample, instrumentation, limitations, logistics, timeline, and budget for the evaluation of A.T. Still University's (ATSU) School of Health Management (SHM) faculty orientation course (SHM-FAC 100). This course is currently required for all of SHM's faculty-in-training (FIT). The methodology, procedures, and instrumentation included in this evaluation plan are based on several meetings between the primary users (the Associate Dean of Curriculum, Curriculum Team, and Academic Support Team) and the evaluation team (Katie Clay, Lisa Royse, Ann Veith, Tracy Wenzl, and Doug Kueker).

BACKGROUND

Faculty Orientation Programs—Now and in the Future

Surveys of university faculty indicate that in recent years, a higher priority has been placed on new faculty orientation programs (Garrison, 2005). According to Gustafson (2005), "If it's done well, a new-hire orientation should convey the company's philosophy, purpose, and values. It should also lay a solid foundation for the employee's success" (p. 36).

While there is a consistent interest in conducting new faculty orientation, the content and delivery of faculty orientation programs vary from institution to institution (Lindbeck & Darnell, 2008). Surveys of faculty orientation participants have revealed several common threads. Participants want: 1) to see consistent training throughout a university (not just by department); 2) to have ample time and resources to help them acclimate; and 3) most of all, to have access to mentors, experts, and established faculty to help them adjust to the university environment (Garrison, 2005). The SHM-FAC 100 faculty orientation course addressed in this evaluation is one of ATSU's contributions to the evolving landscape of new faculty orientation programs.

Brief History of SHM and Faculty's Role in Delivering SHM Courses

According to the ATSU Faculty Handbook (2009), ATSU's SHM was founded in 1999 and provides exclusively online graduate degree programs in health care management. All SHM courses are delivered online using the WebCT platform. According to the ATSU SHM Adjunct Faculty Information Packet (2009), SHM faculty are responsible for teaching the online course by facilitating the discussion forums/groups, providing student feedback, and measuring student progress using authentic embedded assessment. For consistency, all faculty receive turn-key course materials designed by an internal curriculum team and uploaded to the WebCT platform. These materials are designed using features that support SHM's learning philosophy. The SHM-FAC 100 faculty orientation course is designed to acclimate new faculty to this environment.

Overview of SHM's Faculty Orientation Course

The current faculty orientation course, SHM-FAC 100, is made up of three core tenants: orientation to online learning technology, SHM's learning philosophy, and SHM's policies and procedures. The course consists of four modules. Each module includes learning activities and student assessments geared toward mastering the objectives and achieving the course outcomes (see Appendix A for a complete course syllabus). FIT are required to take SHM-FAC 100 and pass with 80% accuracy before they teach.

Academic Support Team (AST)

The Academic Support Team is another resource available to FIT while they work through SHM-FAC 100, and is available to help faculty as they progress through the course the same way they would be available to a traditional student of SHM. The role of the AST is to respond to any questions about the course, provide strategies to excel within online education, and alleviate anxiety by providing specific action that will address obstacles.

PURPOSE

The purpose of this evaluation is to systematically collect prescribed data and information and relate the subsequent findings to the client regarding the SHM-FAC 100 faculty orientation course. The intent of the plan is both formative in its directive to improve SHM-FAC 100 and summative in its precept to increase the number of the faculty who successfully complete the course with a minimum accuracy of 80% before they begin to teach.

Specific sub-purposes of this evaluation are to provide information to:

- Confirm recognition and attainment of expected behavior by FIT set by the AST which include the following: completion of daily, weekly, and quarterly processes; employment of methods with “at risk” students to affect student attrition; and resolution of issues students commonly encounter in an effort to reduce calls and e-mails to the AST
- Assess the course’s impact on adjunct faculty efficacy for facilitating online courses
- Provide information to improve the successful completion of the course outcomes as defined by the syllabus (see Appendix A for the complete course syllabus)
- Identify course enhancements that could provide data or documentation needed for interactions with accreditation bodies

AUDIENCE

The client and primary audiences for this evaluation include the Associate Dean of Curriculum at ATSU’s SHM, the Curriculum Team, and the AST. Secondary audiences for this evaluation include the facilitator of SHM-FAC 100, the Associate Dean of Academic Support.

DECISIONS

This evaluation will support the aforementioned audiences in making data-driven decisions regarding the SHM-FAC 100 course. While not all decisions made will be foreseeable, some

decisions may be anticipated to ensure accurate, supportive information is collected and presented through the evaluation process. In keeping with the purposes of the evaluation, the following decisions are anticipated:

- The Handbook and Instructor Expectations will be revised for consistency and accuracy
- Course outcomes will be reexamined and revisions, additions, or deletions will be executed to achieve measurability and increase effectiveness
- Modifications of the SHM-FAC 100 course content will be determined, prioritized, and implemented to achieve alignment with the stated course outcomes (see Appendix A for a list of course outcomes) and make the course experience more effective for FIT
- Modifications will be made to increase the efficiency and usability of various features and tools of the WebCT system to deliver the SHM-FAC 100 course- if limitations exist within WebCT that prevent improved efficiency and usability, a new delivery platform may be researched
- Plans for continued evaluation of the effectiveness of the SHM-FAC 100 course will be analyzed, modified, and implemented

QUESTIONS

During this evaluation process, the following questions will be addressed:

Formative Component

- What discrepancies, if any, exist in the resources available to FIT (e.g. Faculty Handbook, Instructor Expectations)?
 - What measures are taken to ensure these resources are consistent, accurate, and readily available?
- What course content does past FIT identify as the most salient?

- What course content does the AST identify as the most salient?
- To what extent can FIT successfully navigate and utilize WebCT? (Including the FIT perspective, AST perspective, and the SHM-FAC 100 instructor's perspective)

Summative Component

- To what extent are policies, procedures, and expectations for faculty implemented or complied with by FIT?
 - In what ways do FIT demonstrate compliance with SHM expectations?
 - Hiring paperwork and procedures
 - Discussion forum facilitation
 - Student feedback
 - Assessing student progress through authentic embedded assessment
- To what extent did FIT achieve the stated course outcomes?
- What course content does FIT identify as the most salient?
- What course content does the instructor of SHM-FAC 100 identify as the most salient?
- To what extent can FIT successfully navigate and utilize WebCT? (Including the FIT perspective, AST perspective, and the SHM-FAC 100 instructor's perspective)

METHODS

The Multiple Methods Model for evaluation (Mark & Shotland, 1987) guided the design of the proposed evaluation. According to Mark and Shotland (1987), the use of multiple methods is appropriate when the program being investigated is particularly complex and cannot be adequately evaluated using only one method. Additionally, Patton (2002) suggested that “studies that use only one method are more vulnerable to errors linked to that particular method (e.g., loaded interview questions, biased responses) than studies that use multiple methods” (p. 248).

A key to designing a set of methods within the Multiple Methods Model is triangulation. Reeves and Hedberg (2003) defined triangulation as the use of multiple measures to converge on a more accurate estimation of the “truth” about a particular evaluation question. The methods proposed in the following tables will be used to generate data that can be systematically analyzed and triangulated to form reasonable conclusions regarding the proposed evaluation questions related to the SHM-FAC 100 course.

Formative Methods

We intend to apply the formative assessment methods outlined here prior to implementation of the new SHM-FAC 100 course. The data collected will be used to improve the course and related materials prior to release.

METHODS	What discrepancies, if any, exist in the resources available to FIT (e.g., Faculty Handbook, Instructor Expectations)?	What measures are taken to ensure these resources are consistent, accurate, and readily available?	What course content does past FIT identify as the most salient?	What course content does the AST identify as the most salient?	To what extent can FIT successfully navigate and utilize WebCT?
User focus groups			X	X	X
Usability observation					X
Expert review	X				X
Interviews	X	X	X	X	
Document analysis	X	X			
Questionnaire		X	X	X	

Summative Methods

The summative evaluation methods listed here will be employed during or after implementation of the new SHM-FAC 100 course. The results will be used to help the client make decisions about the various issues we outlined in the decisions section of this proposal.

METHODS	To what extent are policies, procedures, and expectations for faculty implemented or complied with by FIT?	In what ways do FIT demonstrate compliance with SHM expectations?	To what extent did the FIT achieve the stated course outcomes?	What course content does FIT identify as the most salient?	What course content does the instructor of SHM-FAC 100 identify as the most salient?	To what extent can FIT successfully navigate and utilize WebCT?
User questionnaire	X	X		X		
User interview	X	X	X	X		X
Instructor interview	X	X			X	X
End-of-course test for user	X	X	X			X
Observation	X	X	X			
AST generated reports regarding daily, weekly, and quarterly required processes	X	X				

SAMPLE

The numbers listed in this section are based on the total number of current students, faculty, and other employees from which we will conduct our evaluation.

Formative Component

The participants involved in the formative component of this evaluation are as follows:

- A group of seven to 15 ATSU faculty that have completed SHM-FAC 100 will serve as a focus group. Three of these individuals will also serve as interviewees.
- 40 past ATSU FIT will be sent a questionnaire (these individuals are current ATSU faculty). Completion of the questionnaire is voluntary.
- The three academic support coordinators will serve as a focus group. The academic support coordinators will also serve as experts and interviewees and will be sent a questionnaire.
- A group of seven to 15 student volunteers currently taking SHM-FAC 100 will serve as a focus group. In addition, four to six members of this group will individually serve as participants in usability observations.
- SHM Administration (Associate Dean of the School of Health Management, Associate Dean of Curriculum, and Dean of ATSU) will serve as experts and interviewees.
- An interface design expert will be employed to conduct an expert review of the course.
- The evaluation team will request specific documents from varying ATSU employees to conduct the document analysis portion of the evaluation.

Summative Component

Participants will be involved in the summative component as follows:

- FIT that enroll in and complete the newly implemented SHM-FAC 100 course; this will likely include six to 10 individuals, depending on how many are enrolled in SHM-FAC 100 when the summative component of the evaluation is conducted. At the end of the course, individuals will be sent a questionnaire and will complete an end-of-course test.
- Three of these individuals will also serve as interviewees. In addition, this group will be individually observed and interviewed after they obtain their first course as an instructor.
- Instructor(s) facilitating SHM-FAC 100 will serve as interviewees.
- The three academic support coordinators will generate requested reports.

INSTRUMENTATION

This section describes the instruments and procedures that will be used to collect data from the samples identified in the previous section.

Focus Groups

Three focus groups will be conducted in person or via Web conference and require a professional moderator and a discussion guide divided into stages. The individuals that will make up the two focus groups are ATSU faculty that have completed SHM-FAC 100 and the three academic support coordinators.

Usability Observation

Usability observations will be conducted using a portable usability lab in the users home environment and require a meeting place equipped with computers that have access to the SHM-FAC 100 course, a facilitator, an observation guide that includes the overall goals, and a video camera. The individuals that will be observed are FIT currently taking SHM-FAC 100 and future FIT that enroll in and complete the newly implemented SHM-FAC 100.

Expert Review

Expert reviews will be conducted via telephone or video conference or, when geographically appropriate, face-to-face and will require preparation materials for the reviewers. The individuals that will serve as experts are the academic support coordinators, SHM administration, and an interface design expert.

Interviews

Interviews will be standardized and open-ended (Patton, 2002). Interviews will be conducted face-to-face, or via video conference or telephone. All interviews require an interviewer, an interview protocol that includes a script of interview questions, and an audio recorder. Individuals that will be interviewed are ATSU faculty that have completed SHM-FAC 100 (see Appendix B for a sample of this interview protocol), academic support coordinators, FIT that enroll in and complete the newly implemented SHM-FAC 100, and SHM administration.

Document Analysis

The evaluation team will use a coding scheme to identify each instance where there is a discrepancy regarding policy, expectations for faculty, and/or general information in the materials related to the training of new FIT and delivery of the online course and code accordingly.

Questionnaires

Questionnaires will require a pre-planned guide that defines the overall objectives and aspects to be examined and the actual questionnaire. The individuals that will be sent a questionnaire are: past ATSU FIT (see Appendix C for a sample of this questionnaire), academic support coordinators, and FIT that enroll in and complete the newly implemented SHM-FAC 100.

LIMITATIONS

The curriculum team, the academic support team, the current faculty who participated in the training, and new FIT who are participating as part of the study will all have different personal beliefs on what is important and salient; these differing perspectives should be kept in mind as the findings are interpreted.

Scope of the study may also be a limitation; finding participants for the summative portion of the evaluation may be a challenge. A small sample can provide valuable data, but findings may not be applicable beyond the context in which this evaluation is conducted.

Reliability and validity are also issues to consider. Due to the aggressive timeline for developing the instruments, the evaluators will only be able to conduct limited pilot testing with the questionnaire instruments and interview protocols. All instruments will be tested for face validity with a group of subject matter experts from ATSU's SHM. Additionally, data will be analyzed using procedures for triangulation to confirm findings with multiple sources (Mark & Shotland, 1987).

LOGISTICS

Katie Clay will act as the overall project manager for this evaluation. She is currently employed on site at SHM, and is responsible for inviting participants as noted in the sample section of this report, coordinating schedules and data collecting locations, and ensuring all materials are ready for data collectors to begin their evaluation. Data collectors include Lisa Royse, Ann Veith, and Tracy Wenzl. Their responsibilities include delivery of instruments selected such as questionnaires, interviews, and focus groups.

All data will be shared with Katie Clay and Doug Kueker, Data Collection Manager. Doug and Katie will organize and interpret the findings. All findings will be assembled and delivered as a report and presentation to the client.

TIMELINE

The timeline below is aggressive. Adjustments to the timeline, should they become necessary, must be made in writing and presented to the client or evaluation team within 48 hours of the stated dates.

Formative Component

- May 3, 2009 – Final evaluation plan reviewed, revised, and approved by client
- May 3-25, 2009 – Formative component instruments developed, piloted, and revised
- May 25, 2009 – Questionnaires e-mailed to current faculty and AST for completion
- May 25, 2009 – E-mail invitation sent to faculty and AST regarding focus group
- May 28-30, 2009 – Panel of experts review course materials and handbook
- June 1, 2009 – Interface expert to conduct review of current course materials
- June 1, 2009 – Reminder e-mail regarding questionnaire sent to faculty and AST
- June 5, 2009 – Final date for current faculty and AST to complete questionnaires
- June 10, 2009 – Focus group held with current faculty members
- June 11, 2009 – Focus group held with AST members
- June 12-17, 2009 – Data analysis conducted by evaluation team
- June 17, 2009 – Interim report delivered to client with formative evaluation findings

Summative Component

- June 29, 2009 – Pre-course questionnaire sent to new faculty enrolled in SHM-FAC 100
- July 6, 2009 – New faculty begin SHM-FAC 100 Course; pre-course questionnaire due
- August 17, 2009 – End-of-course assessment given to faculty in training (FIT)
- August 17, 2009 – E-mail invitation sent to recruit FIT for end-of-course interviews
- August 24, 2009 – SHM-FAC 100 Course instructor interview conducted

- August 26, 2009 – End-of-course interviews conducted with new faculty members
- August 21, 2009 – Reports regarding new faculty online-course behavior produced by AST coordinators
- August 22-30, 2009 – Summative data entered and analyzed by evaluation team
- August 31, 2009 – Final evaluation report presented to client for use in decision making

BUDGET

The following is an overview of the budget showing the expected costs for the proposed evaluation project. Appendix D contains a detailed breakdown of the budget.

ITEMS	AMOUNT
GENERAL PROJECT FEES	\$3,500
Evaluation Project Management	\$2,600
Overhead Costs (if allowed under ATSU's contract policies)	\$500
Travel to ATSU campus in Kirksville, MO	\$400
FORMATIVE EVALUTION BUDGET	\$9,795
Instrument/Protocol Development	\$1,925
Conducting Focus Groups	\$645
Conducting Usability Testing	\$1,000
Expert Review Honorariums	\$1,000
Document Analysis	\$800
Administering the Questionnaires	\$1,800
Conducting the Interviews	\$1,050
Generating the Interim Report and Presentation	\$1,575
SUMMATIVE EVALUTION BUDGET	\$6,550
Instrument/Protocol Development	\$1,200
End-of-Course Exam	\$575
AST Reports	\$350
Conducting the Interviews	\$1,050
Administering the Questionnaire	\$675
Observations	\$900
Generating Final Evaluation Report and Presentation	\$1,800
TOTAL BUDGET: \$19,845	

REFERENCES

- A.T. Still University School of Health Management. (February 2009). *Adjunct faculty information packet*. Retrieved February 10, 2009, from [http://mywebct6.atsu.edu/webct/RelativeResourceManager/Template/Module%201/Adjunct %20Faculty%20Information%20Packet10-08.pdf](http://mywebct6.atsu.edu/webct/RelativeResourceManager/Template/Module%201/Adjunct%20Faculty%20Information%20Packet10-08.pdf).
- ATSU School of Health Management. (2009). *Faculty handbook*. Retrieved February 10, 2009, from <http://mywebct6.atsu.edu/webct/RelativeResourceManager/Template/Module%201/Faculty%20Handbook.pdf>.
- Garrison, C. P. (2005). Exploring new faculty orientation: the good, the bad, and making it better. *Essays in Education Online Journal*, 13. Retrieved February 17, 2009, from <http://www.usca.edu/essays/vol13spring2005.html>.
- Gustafson, K. (2005). A better welcome mat: The secret to turning new hires into loyal employees lies in developing sophisticated orientation programs that go beyond a hello and a handshake. *Training*, 42(6), 34–41.
- Lindbeck, R., & Darnell, D. (2008). An investigation of new faculty orientation and support among mid-sized colleges and universities. *Journal of Academic Leadership*, 6(2). Retrieved February 17, 2009 from http://www.academicleadership.org/emprical_research/463.shtml.
- Mark, M.M. & Shotland, R.L. (Eds.). (1987). *Multiple methods in program evaluation*. San Francisco: Jossey-Bass.
- Patton, M.Q. (2002). *Qualitative research & evaluation methods, 3rd edition*. Thousand Oaks, CA: Sage.
- Reeves, T.C. & Hedberg, J.G. (2003). *Interactive learning systems evaluation*. Englewood Cliffs, NJ: Educational Technology Publications.

APPENDIX A—SHM-FAC 100 – FACULTY ORIENTATION SYLLABUS

Instructor Information

Name:

Office Location:

Phone:

Student Support

Office Location: Kirksville, MO

Office Hours: Monday-Friday, 8:00am-5:00pm (CT)

Phone: 877.626.2820

Fax: 660.626.2826

The role of the Student Support Department is to:

- Respond to student questions about their program and strategies to excel within online education.
- Alleviate student anxiety by providing specific action that will address obstacles.
- Update Academic Degree Plans (ADPs) once a student is a matriculated student and life intervenes.
- Listen and direct student to solutions.
- Applaud successes!

During a given quarter, you may receive phone calls and e-mail from the Student Support Department for the following reasons:

- To welcome you to class and ensure you have your books.
- To remind you to attend class if you have not done so in five or more days.
- To follow up if your academic performance has declined.
- To follow up with you if your faculty member has expressed concerns.
- To congratulate you on a great week!

If you receive a phone message from the department or you have questions and concerns about your academic success or future, please contact us as soon as possible.

Writing Center

In an effort to better meet student needs, SHM has created a Writing Center to provide a place to ask writing-specific questions and to submit papers for grammar, punctuation, and citation review. Access to the Writing Center is through the ATSU Portal/SHM/Student Resources/Writing Center path. The email address for the Writing Center is: shmwritingcenter@atsu.edu.

Course Communications

Synchronous Office Hours-Check the Announcement section of the course for synchronous office hour times.

Announcements-Weekly Announcements from your instructor will be posted on the announcements page. To access click on "Announcements" under Course Tools.

Classroom Email- All classroom email between students and faculty members should occur within the internal WebCT email system. To access click on "Mail" under Course Tools. Once final grades have been posted, please correspond with your instructor via ATSU email.

Administrative Email-Please check your ATSU email account for correspondence between students and administrative personnel within the SHM. To access go to the ATSU portal page.

Course Description

This course is designed to inform the School of Health Management Adjunct Faculty of the faculty expectations, the course expectations, navigation, and compliance with A.T. Still University.

Required Textbook(s)/Materials

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: APA Press. ISBN: 1-557-98791-2

Adobe Reader: <http://www.adobe.com/products/acrobat/readstep2.html>

Course Outcomes

1. Recognize the hire process and ways to navigate WebCT.
2. Utilize the expectations found in the Instructor Expectations document.
3. Understand the concepts laid out in the course expectations.
4. Demonstrate compliance with the School of Health Management and the NCA.

Course Expectations

All students are expected to review the Course Expectations.

Course Calendar/Study Guide

Module	Learning Objectives	Learning Activities	Student Assessments	Points
--------	---------------------	---------------------	---------------------	--------

<p><i>Module One</i> February 16, 2009 - March 15, 2009</p> <p>Outcome Recognize the hire process and ways to navigate WebCT.</p>	<p>1. Prepare and submit the required faculty paperwork for the ATSU Human Resources department.</p> <p>2. Identify key aspects in the faculty handbook and ways to navigate through WebCT.</p>	<p>Read: Required Paperwork.</p> <p>Read: Faculty Handbook.</p>	<p>Adjunct Faculty Information Form Print the Adjunct Faculty Information Form, complete the form, and FAX it back to SHM at 660.626.2826</p>	<p>10</p>
<p><i>Module Two</i> February 16, 2009 - March 15, 2009</p> <p>Outcome Utilize the expectations found in the Instructor Expectations document.</p>	<p>1. Create announcements for your course.</p> <p>2. Operate the WebCT email system by sending an email to your instructor.</p>	<p>Read: Announcements.</p> <p>Read: Faculty Meetings.</p> <p>Read: Student Communications.</p>	<p>Announcements For this assignment, create the following announcements using the criteria laid out in the Learning Activities.</p> <p>Create a Welcome Announcement for your course, and upload it to the assignment area.</p> <p>Create a basic example of a Preview Announcement, Mid-Week Announcement, and Summary Announcement for a fictitious course.</p> <p>Student Communications: Email Familiarize yourself with the WebCT internal email system by sending an email to the course instructor:</p>	<p>10</p> <p>10</p>

	<p>3. Create a grading rubric for your course.</p> <p>4. Identify students who are at risk in your course.</p>	<p>Read: Grading.</p> <p>Read: At Risk Students.</p> <p>Read: Hardware/Software.</p>	<p>Include questions you might have as you go through the course.</p> <p>Provide a brief summary of your professional background.</p> <p>Grading Rubric Create a grading rubric for discussion forms based on the information given in the Learning Activities:</p> <p>Break rubric down into categories Give percentages of the worth of each category Include criteria for what you expect in each category Optional: Include point values and total points possible</p> <p>At Risk Report Create an At Risk Report and submit to assignment area.</p>	<p>10</p> <p>10</p>
<p><i>Module Three</i> February 16, 2009 - March 15, 2009</p> <p>Outcome Understand the concepts laid out in the</p>	<p>1. Examine ways to engage students in courses.</p> <p>2. Create a late policy for a course.</p>	<p>Read: Class Participation.</p> <p>Read: Course Expectations.</p> <p>Read: Late Policy.</p>	<p>Class Participation Discussion: List three tactics you could use to engage students in your classroom.</p> <p>Late Policy Create your own late policy for your course</p>	<p>10</p> <p>10</p>

course expectations.		Read: Academic Honesty.	and upload it to the Assignment Area.	
	3. Define ways to improve writing skills for students.	Read: Writing Expectations.	Writing Expectations Discussion: Discuss two ways in which you would encourage a student who is having difficulties in submitting graduate level work in the classroom.	10
<i>Module Four</i> February 16, 2009 - March 15, 2009	1. Complete/update your SHM Professional Development Plan.	Read: Professional Development Plan.	Professional Development Plan Complete the Professional Development Plan and fax back at 660.626.2826.	20
Outcome Demonstrate compliance with the School of Health Management and the NCA.		Read: Faculty Evaluations.	Faculty Orientation Quiz Complete the Faculty Orientation Quiz.	100

Grading Scale

A=90 to 100%

B=80 to 89%

C=70 to 79%

F=0 to 69%

Note: Final Course Grade is displayed under "My Tools" on the left side of the WebCT course page.

Resources

See Additional Resources

i. Writing Center Information - a link has been added to the Additional Resources page.

APPENDIX B—INTERVIEW PROTOCOL

Name: _____ Interviewer: _____ Date: _____

1. When did you complete the SHM-FAC 100 course?
2. How many years and months have you been an adjunct faculty member with ATSU?
3. Please describe your initial impressions of the content included in the SHM-FAC 100 course?
4. Please describe the areas in which you felt most competent after you completed the SHM-FAC 100 course? **Follow up:** Why do you believe that is the case?
5. Please describe the areas in which you felt least competent after you completed the SHM-FAC 100 course? **Follow up:** Why do you believe that is the case?
6. On a scale from 1 to 5, where 5 is very often and 1 is never, how often do you use what you learned in the SHM-FAC 100 course? **Follow up:** Why did you choose that rating?
7. What specific content or resources from the course do you refer to most often?
8. What specific material or resources from the course do you refer to least often?
9. What, if any, inconsistencies are there in the training or resource materials?
10. What specific successes as an adjunct faculty member do you attribute to what you learned in the course?
11. In what areas do you feel you need additional training beyond what was covered in the SHM-FAC 100 course? **Follow up:** Should training on those topics be included in the SHM-FAC 100 course? Why or Why not?
12. Imagine that you have the opportunity to advise an incoming SHM adjunct faculty member. What content would you suggest they pay the most attention to in the SHM-FAC 100 course?
13. What improvements would you recommend for the SHM-FAC 100 course overall?
14. What is your opinion of the WebCT system used to deliver this course?

APPENDIX C—QUESTIONNAIRE

Today’s Date: _____ Date you completed SHM-FAC 100: _____

The following statements pertain to the content of SHM-FAC 100. Please circle your responses to the following statements using the following scale:

1 = Agree 2 = Somewhat agree 3 = Somewhat disagree 4 = Disagree

After completing SHM-FAC 100,

- | | | | | |
|--|---|---|---|---|
| a. I am prepared to navigate WebCT. | 1 | 2 | 3 | 4 |
| b. I know what is expected of me regarding course announcements. | 1 | 2 | 3 | 4 |
| c. I am prepared to create a grading rubric for my course. | 1 | 2 | 3 | 4 |
| d. I will be able to identify students who are at risk in my course. | 1 | 2 | 3 | 4 |
| e. I will be able to engage students in my course. | 1 | 2 | 3 | 4 |
| f. I know what is expected of me regarding creating a late policy. | 1 | 2 | 3 | 4 |
| g. I know of ways to help students improve their writing skills. | 1 | 2 | 3 | 4 |
| h. I have a complete SHM Professional Development Plan in place. | 1 | 2 | 3 | 4 |

APPENDIX D—BUDGET BREAKDOWN

The following is a detailed budget showing the expected costs for the proposed evaluation project. It is important to note that the budget is based upon several assumptions:

- Focus groups with remote faculty will be conducted via Web conference services. No travel is included for faculty focus group participants to travel to ATSU’s campus.
- Interviews with remote faculty will be conducted via Web-conference and/or by phone. No travel is included for evaluators or interviewees to travel to ASTU’s campus.
- Interviews and focus groups conducted with staff will be conducted on campus in Kirksville, MO. Travel expenses are estimated for travel from the Evaluation Team's office in Columbia, MO.
- A Web survey tool such Survey Monkey will be used to administer and manage all questionnaires.
- The end of course exam will be developed and delivered by ATSU’s curriculum development staff. The evaluation team will be able to review the exam for input, but will not be in charge of development.

ITEMS	RATE	AMOUNT
GENERAL PROJECT FEES		\$3,500
Evaluation Project Management		\$2,600
• Project Manager regular responsibilities (e.g., communication with client, coordination of evaluation team, etc.)	40 hours @ \$65 per hour	\$2,600
Overhead Costs (if allowed under ATSU’s contract policies)		\$500
• Materials, printing, copies	\$500 flat cost	\$500
Travel to ATSU campus in Kirksville, MO (for interviews and focus groups with staff on campus)		\$400
• 2 trips with 2 evaluators	\$400 (rental car, gasoline, and per diem for two people)	\$400
FORMATIVE EVALUTION BUDGET		\$9,795

Instrument/Protocol Development		\$1,925
<ul style="list-style-type: none"> Development and pilot testing of content for three questionnaires and various protocols for the interviews, focus groups, observation, usability test, and document analysis 	40 hours @ \$45 per hour	\$1,800
<ul style="list-style-type: none"> Editing of questionnaire and protocols 	5 hours @ \$25 per hour	\$125
Conducting Focus Groups		\$645
<ul style="list-style-type: none"> Focus group facilitator's time: 3, 1-hour focus groups plus prep time 	6 hours @ \$45 per hour	\$270
<ul style="list-style-type: none"> Transcribing focus groups 	6 hours @ \$25 per hour	\$150
<ul style="list-style-type: none"> Analyzing and synthesizing focus group data 	5 hours @ \$45 per hour	\$225
Conducting Usability Testing		\$1,000
<ul style="list-style-type: none"> Usability lab rental fees 	1 day @ \$1,000 per day	\$1,000
Expert Review Honorariums		\$1,000
<ul style="list-style-type: none"> Usability expert to evaluate course interface and navigation 	1 expert @ \$1,000	\$1,000
Document Analysis		\$800
<ul style="list-style-type: none"> Coding existing documents using the protocol developed 	10 hours @ \$45 per hour	\$450
<ul style="list-style-type: none"> Data entry 	5 hours @ \$25 per hour	\$125
<ul style="list-style-type: none"> Analyzing and synthesizing data 	5 hours @ \$45 per hour	\$225
Administering the Questionnaires		\$1,800
<ul style="list-style-type: none"> Managing dissemination of all three questionnaires, reminder, and collection data from survey service 	40 hours @ 45 per hour	\$1,800
Conducting the Interviews		\$1,050
<ul style="list-style-type: none"> Facilitating approximately 10 interviews with staff 	10 hours @ \$45 per hour	\$450
<ul style="list-style-type: none"> Transcribing interview data 	15 hours @ \$25 per hour	\$375
<ul style="list-style-type: none"> Analyzing and synthesizing interview data 	5 hours @ \$45 per hour	\$225
Generating the Interim Report and Presentation (a.k.a. Formative Evaluation Findings)	35 hours @ \$45 per hour	\$1,575
SUMMATIVE EVALUTION BUDGET		\$6,550
Instrument/Protocol Development		\$1,200
<ul style="list-style-type: none"> Development content for one questionnaire and protocols for various interviews, focus group, and observation 	25 hours @ \$45 per hour	\$1,125
<ul style="list-style-type: none"> Editing of questionnaire and protocols 	3 hours @ \$25 per hour	\$75

End-of-Course Exam		\$575
• Initial review and input on end-of-course exam	5 hours @ \$45 per hour	\$225
• Compiling data from end-of-course exam	5 hours @ \$25 per hour	\$125
• Analyzing and synthesizing end-of-course exam data	5 hours @ \$45 per hour	\$225
AST Reports		\$350
• Data entry	5 hours @ \$25 per hour	\$125
• Analyzing and synthesizing AST report findings	5 hours @ \$45 per hour	\$225
Conducting the Interviews		\$1,050
• Facilitating approximately 10 interviews	10 hours @ \$45 per hour	\$450
• Transcribing interviews	15 hours @ \$25 per hour	\$375
• Analyzing and synthesizing interview data	5 hours @ \$45 per hour	\$225
Administering the Questionnaire		\$675
• Managing dissemination of one questionnaire, reminders, and collection of data from survey service	15 hours @ \$45 per hour	\$675
Observations		\$900
• Reviewing and coding faculty interactions during first course as an instructor	10 hours @ \$45 per hour	\$450
• Analyzing and synthesizing observation findings	10 hours @ \$45 per hour	\$450
Generating Final Evaluation Report and Presentation	40 hours @ \$45 per hour	\$1,800
TOTAL BUDGET: \$19,845		