



Web Based Instructional Design Model*

Summative Evaluation Plan

Who are the stakeholders?

Primary Stakeholders:

- Course Instructor & Designer: Denise Reilley is solely responsible for the course design, development, implementation and evaluation.
- CTE Department Chair: John Jaramillo
- Digital Design & Production (DDP) students

Secondary Stakeholders:

- Online Curriculum Chair: Zerryl Becker
- Additional instructors teaching DDP courses
- Computer Information Systems (CIS) students

What is being evaluated?

Instructional Design Plans	<ul style="list-style-type: none"> • Objectives • Student learning outcomes (SLOs) • Instructional strategies • Motivational strategies
Prototype & Website	<ul style="list-style-type: none"> • Storyboards • WBI interface design and accessibility • Navigation

Who are the evaluators?

Since I am the primary and only online instructor for the DDP program, I will be doing most of the evaluation. Secondary reviewers will be the other DDP instructors and DDP students at College of the Desert.

What evaluation methods will be used?

Formative evaluation will take place through various tools, including: surveys, interviews, and instructor assessment. Expert review will provide feedback on the necessary changes for final implementation.

Evaluation Criteria

Evaluation Criteria	Main Questions	Data Sources
Effectiveness	Do the instructional outcomes meet the course goal and objectives?	<ul style="list-style-type: none"> Evaluation of learner artifacts Student surveys Instructor reviews
Efficiency	Was the course easy to navigate? Were the interactive elements useful?	<ul style="list-style-type: none"> Survey from instructors and students on ease of use and interactivity Statistical tracking from LMS (Blackboard)
Appeal	Was design effective and appealing? Was the time allotted for each module appropriate?	<ul style="list-style-type: none"> Survey from instructors and students on perceptions of the course Statistical tracking from LMS

Evaluation Matrix

Formative Evaluation Matrix

Evaluation Criteria & Categories	Specific Questions	Data Collection Methods & Tools
Effectiveness		
Goals	<ul style="list-style-type: none"> Is the goal accurate, with tasks aligned to it? Are the goals & objectives clearly stated? Are the goals and objectives achievable? Are the goals and objectives appropriate for Web Based Instruction (WBI)? 	<ul style="list-style-type: none"> Instructor Evaluation Student Performance Peer Review
Content	<ul style="list-style-type: none"> Is the information 	<ul style="list-style-type: none"> Instructor Evaluation

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	<ul style="list-style-type: none"> complete? Is the content covered completely? Are content, goals, objectives, activities, and assessment tools aligned? Are references citations provided? Do instructional activities promote thoughtful and reflective responses & discussion? Do instructional activities promote learning? 	<ul style="list-style-type: none"> Peer Review Student Survey
Technology	<ul style="list-style-type: none"> Do the applications function properly? Were materials easy to access for students? Does use of materials conform to copyright and intellectual property guidelines and law? 	<ul style="list-style-type: none"> Peer Review Student Survey
Message Design	<ul style="list-style-type: none"> Are instructional messages integrated wholes? Do supporting graphics support learning without offering distraction? Is an appropriate voice used for expressing content to learners? Was humor used appropriately? Are directions clear? Was the time frame of the course appropriate? Does the text stand alone if the graphics are not available? 	<ul style="list-style-type: none"> Peer Review Student Survey Instructor Review
Efficiency		
Goals	<ul style="list-style-type: none"> Are goals stated clearly and concisely? Is the purpose stated clearly and concisely? Are instructional goals and content aligned? 	<ul style="list-style-type: none"> Peer Review Student Survey
Content	<ul style="list-style-type: none"> Is the content clearly and 	<ul style="list-style-type: none"> SME Review

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	<ul style="list-style-type: none"> concisely presented? Is the content appropriate to the discipline? Is content current? 	<ul style="list-style-type: none"> Peer Review Student Survey
Technology	<ul style="list-style-type: none"> Is access to the instructor and other learners provided? Is the web site structured appropriately? Do technology applications function easily and efficiently? Is media accessible to the learner? 	<ul style="list-style-type: none"> Peer Review Student Survey
Message Design	<ul style="list-style-type: none"> Is the organization and structure of the message coherent? Are titles and subtitles used to organize content? Are there synchronous and asynchronous activities for the students and instructor? 	<ul style="list-style-type: none"> Peer Review Student Survey
Appeal		
Goals	<ul style="list-style-type: none"> Are goals relevant to adult learners? 	<ul style="list-style-type: none"> Student Survey SME Review
Content	<ul style="list-style-type: none"> Is the content interesting? Is the content challenging? 	<ul style="list-style-type: none"> Student Survey
Technology	<ul style="list-style-type: none"> Are typographical, spelling, grammar, and punctuation errors distracting? Are there coding errors? Is navigation easy? Are selected applications consistent with learner interest? 	<ul style="list-style-type: none"> Student Survey Peer Review Instructor Review
Message Design	<ul style="list-style-type: none"> Are the media and messages pleasing to view? Are the vocabulary and level and tone appropriate to the lesson 	<ul style="list-style-type: none"> Student Survey SME Review Peer Review

	<p>and audience?</p> <ul style="list-style-type: none">• Are screens uncluttered with appropriate white space?• Are screen layouts appropriate to content and goals?• Are color, typeface, and type style used appropriately?• Do supporting graphics and features enhance learning without distracting?• Do graphic devices function properly?• Are graphics clear?• Is sound of good quality and easily heard?• Does the instruction have good navigational design?	
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***Image Reference (page1):**

Davidson-Shivers, G. V. & Rasmussen, K.L. (2006). *Web-Based Learning: Design, Implementation, and Evaluation*. New Jersey: Pearson.

