LAFORTUNE UNIVERSITY

COURSE OUTLINE MADE SIMPLE

DETAILED DESIGN

ERIKA LISI

CONCORDIA UNIVERSITY

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Saved by the Job Aid

Click the Avatar

BACKGROUND
(Saved by the Job Aid!)

When consulting a number of newly hired non-tenure track, faculty development specialists at LaFortune University have concluded that creating a course outline requires supplemental aid and additional details in order to outline main components. The long-term goal of this performance improvement campaign aims to facilitate non-tenure track's understanding with interventions to improve performance. Newly hired non-tenure track possess different capabilities and professional backgrounds in educational settings and are generally misguided when considering what to include in their course outlines. Despite the training program that was created by development specialists, newly hired faculty feel as though they are still unprepared after consulting the training. With this, one intervention LaFortune University will provide is a job aid. The job aid will serve as an information page accessible through the school's portal that will include a sample template of an outline, a component checklist, and useful tips to enhance the overall appeal of the document. A second intervention the university will provide is an online simulation in the form of an avatar. This multimedia content will serve as a creative and unique function to decipher between examples of what course outlines can include and allows new lecturers to determine which example is the most suitable to model their own practices after. The online avatar will also be accessible through the school's portal website.

While newly hired non-tenure track have performed adequately in preparing a course outline thus far, the goal of the campaign is to addresses performance levels further. These interventions aim to refine performance and increase engagement levels to achieve a desired result. Additionally, the business objective of the campaign involves containing expenses by further reducing turnover rate of newly hired non-tenure track faculty at LaFortune University. Upon completion of the high level design, these interventions will be used to guide and support newly hired non-tenure track in preparing the course outline with ease.

CAMPAIGN SUMMARY

The Director of the Centre for Faculty Development at LaFortune University has requested that faculty development specialists provide supplementary aid for newly hired non-tenure track faculty members to compliment the training program. For this performance improvement campaign, one of the two interventions will target organizational skills in preparing a course outline. Aiming to support new faculty in structuring their outlines is what the online intervention *Saved by the Job Aid* is intended for. This involves providing new faculty with a step-by-step guide and a template of what is featured in a course outline which will surely be useful in relaying relevant information about a course. The goal is to target the performance need by providing additional resources and information to cater to students' learning on the first day of a class session with a document that is both straightforward and descriptive. The job aid ensures that new faculty members are equipped with instruction to communicate concepts, content and principles vital to student success.

Job 1
Newly hired non-tenure track lecturers prepare a course outline that includes all main elements and components.

Performance Objectives
This intervention is targeting these performance objectives for newly hired non-tenure track:

- Given instructional training resources, new lecturers determine how to divide sections of the course outline to enhance the course syllabus design
- Given written communication, new lecturers develop a weekly course schedule for the duration of the semester for students to consult

RATIONALE

This job aid will be accessible through the university's online portal on its homepage. Newly hired non-tenure track faculty members may log in with their designated username and password that is administered to them and then proceed to the menu on the left-hand side. From there, a button reading "Employee Services" followed by "Course Outline Job aid" will be available to click on which will lead to the resource. This intervention is designed to target the performance issue new lecturers encountered involving a lack of direction and access to additional resources in the performance needs assessment. The intervention is selected for new lecturers to establish effective time management since a lack of time and maximizing productivity was also addressed. With this online document readily available, new faculty members will be able to locate additional assistance on one platform and a break-down of information will help guide their preparation.

Scope

With a presumed unlimited budget for the intervention, the job aid will serve as tool for instructional purposes and will resemble a tutorial. New lecturers will be able to feel less overwhelmed and faculty development specialists will supply the online PDF documents. The material will be concise and will help describe in precision to achieve an accurate representation of how an outline is structured.

Design

The online portal is a gateway for new lecturers to access supplementary material where users (newly hired non-tenure faculty) need to access the platform given their employee username and password. It is imperative they gather their log-in information if they have not obtained individual credentials. The online PDF documents will be presented with the official LaFortune University logo and the design of the intervention is for electronic purposes. Newly hired faculty will need to supply their own printed version as the university will not be providing hard copies. Writing style will be clear and the design of the job aid is displayed in an organized fashion.

Constraints
- The intervention must be prepared before new instructors are assigned to their course
- New lecturers may not be in accordance with the structure presented
- New lecturers may have trouble accessing their employee portal
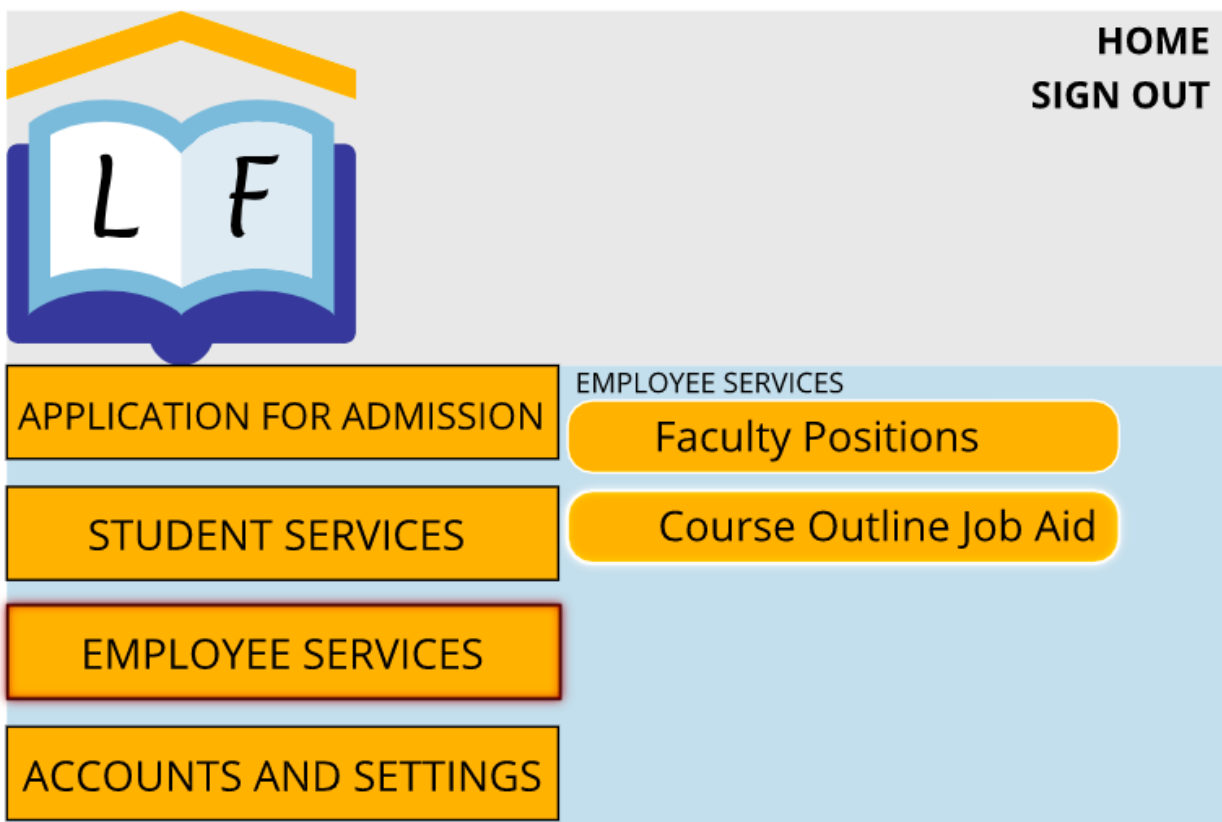
EMAIL INTERFACE

STEP 1:

Newly hired non-tenure track faculty must access their employee e-mail and verify if they have received an email from the Centre for Faculty Development at LaFortune University. The email will entail of instructions to access the university portal.
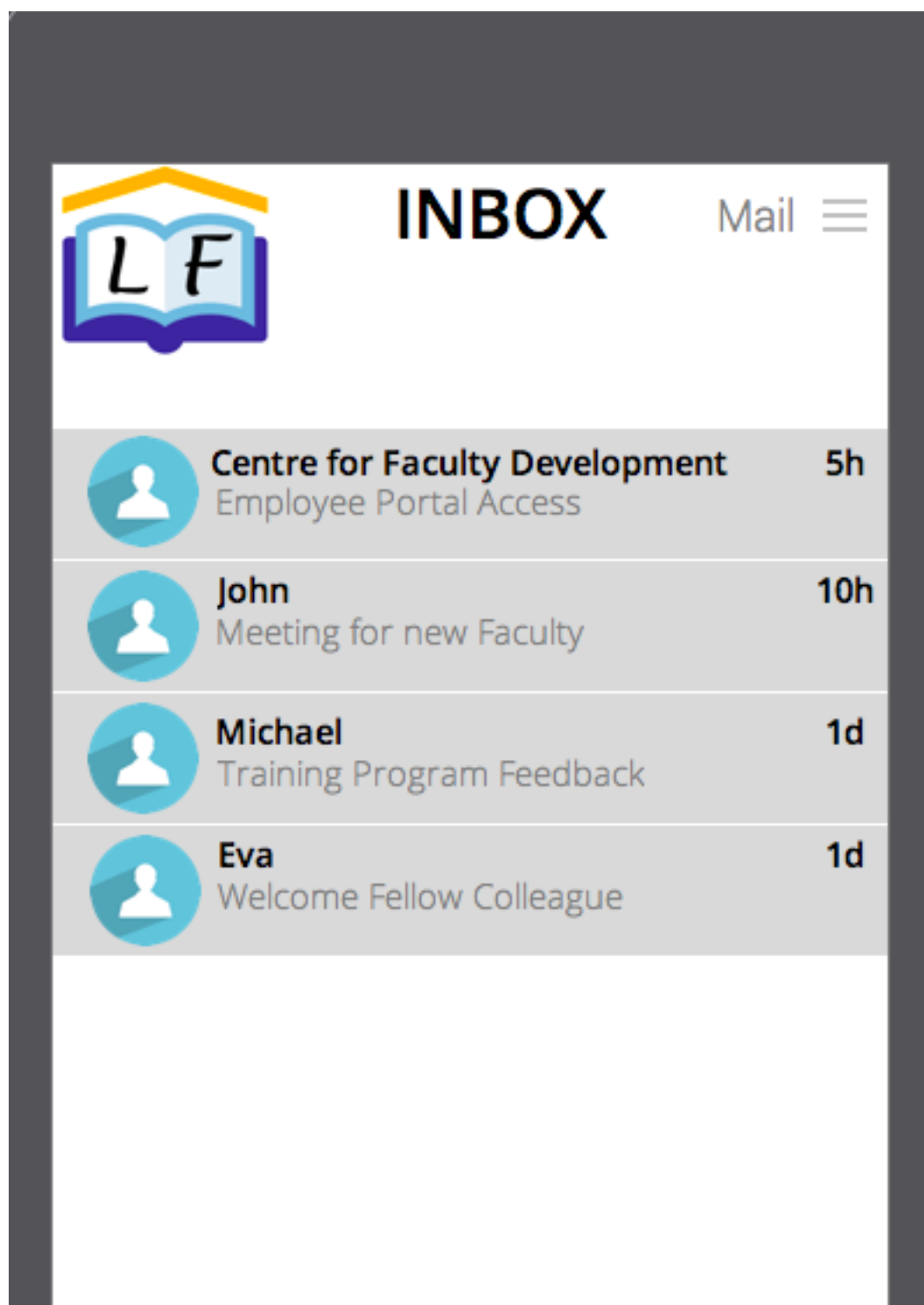
USER INTERFACE

STEP 2:

Once newly hired non-tenure track faculty obtain their employee credentials, they can enter them on the university's official website. This will bring them to the homepage and a menu on the left-hand side with a tab titled "Employee Services" must be clicked on to view the "Course Outline Job Aid" tab that will lead them to accessing the first intervention.

L F

Username

Password

LOG IN

HOME
SIGN OUT

L F

APPLICATION FOR ADMISSION

STUDENT SERVICES

EMPLOYEE SERVICES

ACCOUNTS AND SETTINGS

EMPLOYEE SERVICES

Faculty Positions

Course Outline Job Aid

TEMPLATE LAYOUT

Please click to view template image

STEP 3:

Newly hired non-tenure track faculty will then be able to view an example of a recommended course outline template that should be followed in order to pass on to students.

Full course code: Course title
Program and department name
University
Term and year

Professor and T.A. Contact Infromation
Name:
Phone & Ext.:
Email:
Office Hours:

Class Time and Location
Day(s):
Room:
Date(s):

Course Description
Please indicate what the course topic is and themes to be explored

Course Objectives
Please indicate course goals and learning outcomes

Upon completion of the course, students should be able to:
1. Description of goal
   • Steps to achieve goal
   • Steps to achieve goal
2. Description of goal
   • Steps to achieve goal
   • Steps to achieve goal

Course Materials
Please indicate required text, online supplementary material and additional tools

Course Format and Learning Environment
Please indicate general course structure of each class session and student responsibilites to foster a postive learning space conducive to learning

Course Requirements
Please indicate importance of class participation, attendance and submission guidelines for assignments

Assessment
Please indicate name of task, due date and assessment weight. Please also include a table to showcase information

Assignment	Weight	Due Date

Assignment Description
Please indicate each assignment task and a description of guidelines the assessment must include

Grading Scheme
Please indicate numerical grade scale, letter grade equivalent and grade point equivalent in accordance to the appropriate program of study and department

Academic Integrity
Please indicate common offenses (plagiarism) and APA style formatting. Please feel free to include LaFortune University's library help guide

Electronic Devices
Please indicate instructor policy/preference of appropriate use of devices during class time

Meeting Your Needs
Please indicate to students to approach you with concerns, special needs, and accommodations regarding the course

Student Services
Please indicate a list of resources for students ranging from counselling, financial aid, health services, etc.

Important Dates
Please indicate drop deadlines, mid-term breaks, start and end dates of the course, and examination period for the term

Course Schedule
Please indicate material that is to be covered for each week of the semester and due dates. Please also note the schedule is tentative

CHECKLIST

CHECKLIST

☐ GENERAL INFORMATION ABOUT THE COURSE

☐ COURSE DESCRIPTION

☐ REQUIRED TEXT/MATERIALS

☐ ASSESSMENT TASKS & GRADING

☐ CLASSROOM PHILOSOPHY & LEARNING ENVIRONMENT

☐ ACADEMIC INTEGRITY

☐ MEETING STUDENT NEEDS

☐ COURSE CALENDAR

APPEAL OF THE OUTLINE

Do Include	*Do Include*	*Do Include*
HEADINGS & SUBHEADINGS	CHARTS & TABLES	SIMPLE FONT & TYPEFACE

STEP 4:

A checklist will be able to view for newly hired non-tenure track faculty to ensure all components of a course outline are included in their prepared copies.

TECHNICAL REVIEW

A technical review involves subject matter experts (SME's) to verify the accuracy of material and ensures learners are viewing content without any barriers. The SME's for this technical review will be LaFortune University's I.T. Support Group and academic advisors in the Department of Education that will be asked to review the functions of the portal, accessibility and analyzing material of the job aid for clarification.

The technical review will provide feedback regarding the effectiveness of supplementary material and overseeing operations in regards to the university's online portal. They will evaluate the delivery of content and if information is in its correct place in order for new lecturers to retrieve. This evaluation must take place before new lecturers are given their credentials in order to view the webpage's key features, the job aid's accessibility and the job aid's accuracy. This will allow to correct any technical glitches and observe if documents uploaded are loading properly when being clicked on. It is also important to inform the Centre for Faculty Development of any feedback.

Email Notification: Below is a sample email that will be sent to all participants/reviewers to record individual observations and responses for this part of the formative evaluation.

> *You are one of the technical reviewers for a job aid intervention deployed by the Centre for Faculty Development at LaFortune University. I have forwarded evaluation documents attached to this email in order for you to view and complete. Please take this time to comment on any inaccuracies or misleading content. Specifically, ensure that areas of weakness in regards to clarity and technical content are addressed.*
>
> *Thank you for your time, cooperation and expertise in this valued part of the performance assessment.*

**The evaluation feedback will be based on the following
for the university's I.T. Support Group:**

1) Does the infrastructure of the portal appear clean and user friendly? YES _____   NO _____

    What changes can be made?
    _____
    _____

2) Is the site displaying any time out issues or errors when navigating? YES _____   NO _____

    What changes can be made?
    _____
    _____

3) Are webpages and button leading to the appropriate pages? YES _____   NO _____

What changes can be made?
_____
_____

4) Would new lecturers be informed on how to access the portal and obtain their credentials swiftly?
YES _____   NO _____

What can be improved to speed up the process?
_____
_____

5) Please enlist any technical issues arising when browsing through the added material uploaded to the website (PDF template, checklist, etc.)

_____
_____

**The evaluation feedback will be based on the following
for the university's academic advisors in the department of education:**

1) Do the job aids load properly? YES _____   NO _____

2) Should both the template and checklist be placed side-by-side one another on the portal link?
YES _____   NO _____

Why or why not?
_____
_____

3) Does the information included in the job aid accurately present what the department of education expects? YES _____   NO _____

What changes can be made?
_____
_____

3) Are the job aids located in the right place within the university's portal? YES _____   NO _____

If not, where should they be accessible?
_____
_____

EDITORIAL REVIEW

The editorial review ideally will be in progress after the technical review is completed and feedback has been received. At this point, newly hired non-tenure track faculty members should be assigned their respective employee credentials and have full access to the university's portal.

This review focuses on the clarity and flow of material taking into account consistency and conciseness. It is also essential for this evaluation to address terminology, punctuation, formatting and structure in order to view if material is being presented thoroughly. The participants/reviewers will be academic editors and copies of drafts of jobs aids will be analyzed and read through to ensure course outline elements and components are presented sufficiently. Before the university's portal is ready for use, editing the information on the portal is also important as well as assessing whether typeface and color schemes are visually appealing prior to the webpage going live.

Email Notification: Below is a sample email that will be sent to all participants/reviewers to record individual observations and responses for this part of the formative evaluation.

> *You are one of the editorial reviewers for a job aid intervention deployed by the Centre for Faculty Development at LaFortune University. I have forwarded evaluation documents attached to this email in order for you to view and complete. Please take this time to identify any inaccuracies or errors in typography. Specifically, ensure that areas of weakness in regards to the overall layout and language are addressed.*
>
> *Thank you for your time, cooperation and expertise in this valued part of the performance assessment.*

**The evaluation feedback will be based on the following
for the university's academic editors:**

1) Does the writing style of the job aid abide by the rules of proper spelling, conjugation and punctuation?
    YES _____   NO _____

    Please indicate any strengths and weaknesses.
    _____
    _____

2) Is content detail well organized and structured appropriately on the job aid?
    YES _____   NO _____

    If not, please indicate what needs to be improved.

_____
_____

3) Does the overall design of the university's portal entail of simplicity and cohesiveness?
   YES _____   NO _____

   Please explain.
   _____
   _____

4) Should there be added graphics to enhance usability?
   YES _____   NO _____

   Why or why not?
   _____
   _____

PILOT TEST

The pilot test serves a useful purpose in ensuring that all is functioning properly and that intended performers are accessing material easily. The purpose of pilot testing is to verify every aspect of the design and points of access to confirm that operation is running smoothly.

Pilot testing involves examining functionality and to see if content is ready for implementation. The participants/reviewers will be roughly 10 I.T. Support Group members that will conduct this test to verify if this portal operates successfully with no errors or discrepancies. This evaluation must only occur after the technical and editorial reviews were conducted and all comments were received. This pilot test will be crucial to evaluate how well the implementation of the university's portal accompanies the job aid intervention and will help to recognize any difficulty with the site's interface and user experience. LaFortune University prides itself in user friendly practices across all online platforms.

Email Notification: Below is a sample email that will be sent to all participants/reviewers to record individual observations and responses for this part of the formative evaluation.

> *You are one of the pilot testing reviewers for a job aid intervention deployed by the Centre for Faculty Development at LaFortune University. I have forwarded evaluation documents attached to this email in order for you to view and complete. Please take this time to assess the medium and accessibility as both an employee accessing the portal and through a regular search engine. Specifically, ensure that areas of weakness in regards to usability and multimedia content are stated.*
>
> *Thank you for your time, cooperation and expertise in this valued part of the performance assessment.*

**The evaluation feedback will be based on the following
for the university's faculty development specialists:**

1) Please indicate how many usability testers participated in the pilot test:
_____

2) Can users log in to the web portal without any errors messages? YES _____   NO _____

3) Please indicate observations and overall impressions with the portal and navigation buttons.
_____
_____

4) If any issues were to arise at a later date with the portal, how will the I.T. Support Group resolve inquiries and technical difficulties?

Please explain.

_____
_____

5) Are PDF documents opening in the internet browser as opposed to the file downloading?
   YES _____   NO _____

   If not, how can this be fixed?

   _____
   _____

6) Are email notifications being sent/going through to new lecturers? YES _____   NO _____

7) Is it possible to do anything else to improve the overall user experience?

   Please explain.

   _____
   _____

BACKGROUND
(Click the Avatar)

When consulting a number of newly hired non-tenure track, faculty development specialists at LaFortune University have concluded that creating a course outline additionally requires interactive multimedia to help new lecturers. Engaging with interactive resources following consultation of the job aid intervention will help to evaluate between the do's and don't's of what should be included in a course outline. The long-term goal of this performance improvement campaign aims to facilitate non-tenure track's understanding with interventions to improve performance. With the training program and the job aid intervention, this second intervention aims to pique new lecturers' interest to become more hands-on in their learning process through interactivity. To promote active learning and if newly hired non-tenure track still feel confused as to how to start preparing their outlines, this multimedia simulation will be advantageous. The simulation will be in the form of an avatar and will serve as a navigation tool when being clicked on. This intervention will be accessed through the school's portal and two models of course outlines will appear that allow new lecturers to determine which is the most appropriate structure they wish to create for students to consult. At this point, it should be evident as to which one is most appropriate and will complement the knowledge newly hired non-tenure track faculty members have acquired up until this point.

Choosing this intervention to address individual performance level further and upon completion of the high level design, this intervention will be used to guide and support newly hired non-tenure track in preparing the course outline with ease.

CAMPAIGN SUMMARY

The Director of the Centre for Faculty Development at LaFortune University has requested that faculty development specialists provide supplementary aid for newly hired non-tenure track faculty members to compliment the training program. For this performance improvement campaign, a second intervention intends to develop digital literacy and introduce the impact technology has on learning for adult learners (lecturers). Newly hired non-tenure track faculty members have previously viewed the training program and consulted the job aid intervention that enables them to now evaluate how to prepare a course outline appropriately. To render them capable in making independent choices in relaying information, *Click the Avatar* aims to further support new faculty. This intervention provides new lecturers with a creative way to be involved in the process and the avatar figure reveals various elements of an outline when being clicked on in its center. The goal is to target the performance need and this second intervention aims to concentrate on individual capacity along with broadening their skillsets. The simulation includes examples and formats of what course outlines can look like and ensures new faculty members are provided with visuals to help in their preparation process.

Job 1: Newly hired non-tenure track lecturers prepare a course outline that includes all main elements and components.

Performance Objectives
This intervention is targeting these performance objectives for newly hired non-tenure track:

- Given a course outline template, new lecturers will plan course activities to convey the general idea and subject matter of the course
- Given a course unit, new lecturers determine evaluation criteria consistent with learning objectives

RATIONALE

This job aid will be accessible through the university's online portal on its homepage. Newly hired non-tenure track faculty members may log in with their designated username and password that is administered to them and then proceed to the menu on the left-hand side. From there, a button reading "Employee Services" followed by "iHelp" will be available to click on which will lead to the online multimedia simulation. This intervention is designed to target the performance issue new lecturers encountered involving a lack of direction and access to additional resources in the performance needs assessment. The intervention is selected to shift new lecturers' attitudes towards interactive technology and this medium offers a different instructional approach. With an online training program prepared by the Centre for Faculty Development, this online interactive media coincides with the original training process. Ideally, this intervention should be consulted after viewing the job aid template and checklist and will enhance new lecturers' awareness of their current communicative practices.

Scope With a presumed unlimited budget for the intervention, the online simulation avatar will serve as a personalized approach for new lecturers. The avatar will resemble a one-dimensional character figure and will help new faculty feel as though they are represented in these forms being developed by faculty development specialists. The intervention will aid in determining different preference styles for course outlines and should serve as an obvious reference as to how outlines should be prepared when comparing models.

Design The online portal is a gateway for new lecturers to access supplementary material where users (newly hired non-tenure faculty) need to access the platform given their employee username and password. It is imperative they gather their log-in information if they have not obtained individual credentials. The online avatar will correspond and be crafted with the official LaFortune University colors and the design of the intervention is reserved for digital purposes only. Newly hired faculty will be able to access their avatar by clicking on either a male or female character and will then click on a space to reveal course outline elements. Two different templates will generate each time when clicking on the avatar and the new lecturer(s) will consider which is the most appropriate model. Their methods in preparing their own course outline for their classes will affect what they believe is suitable after viewing the examples. Writing style and phrases will be presented in brief bulleted items and the design of the avatar will resemble a cartoon figure.

Constraints
- New lecturers may be opposed to an avatar relaying information and prefer traditional instruction
- New lecturers may prefer sound to be integrated into the simulation
- New lecturers may have trouble accessing their employee portal

USER INTERFACE

STEP 1:

With their employee credentials, newly hired non-tenure track faculty will sign on to view the second intervention. They will navigate to the menu on the left-hand side of the webpage and click on a tab titled "iHelp".

AVATAR PROTOTYPE

STEP 2:

Newly hired non-tenure track faculty will click on the avatar's belt to view two potential course outline element layouts. The avatar will generate examples each time it is clicked on and it is up to the lecturer to decide which layout is most appropriate to relay to students.

GENERAL INFORMATION ABOUT THE COURSE

COURSE DESCRIPTION

REQUIRED TEXT/MATERIALS

ASSESSMENT TASKS & GRADING

CLASSROOM PHILOSOPHY & LEARNING ENVIRONMENT

ACADEMIC INTEGRITY

MEETING STUDENT NEEDS

COURSE CALENDAR

COURSE DESCRIPTION

COURSE TEXT

COURSE REQUIREMENTS

COURSE ASSIGNMENTS

COURSE ACCOMODATIONS

COURSE GRADING SCHEME

CLICK ME

TECHNICAL REVIEW

A technical review involves subject matter experts (SME's) to verify the accuracy of material and ensures learners are viewing content without any barriers. The SME's for this technical review will be LaFortune University's I.T. consultants that will be asked to review the functions of the portal, offer insight on how to facilitate practices and review key features of the intervention prototype.

The technical review will provide feedback regarding the effectiveness of supplementary material and overseeing operations in regards to the university's online portal along with the avatar that was designed. Specifically, they will evaluate if the prototype is displaying properly and if pop-ups are in place. This evaluation must take place before new lecturers are given their credentials in order to view the webpage's key features and the job aid's receptiveness. This will allow to correct any technical glitches, evaluate the user experience and design process. It is also important to inform the Centre for Faculty Development of any feedback.

Email Notification: Below is a sample email that will be sent to all participants/reviewers to record individual observations and responses for this part of the formative evaluation.

> *You are one of the technical reviewers for an online multimedia simulation intervention deployed by the Centre for Faculty Development at LaFortune University. I have forwarded evaluation documents attached to this email in order for you to view and complete. Please take this time to view if everything is in working order and remark its interactive functions. Specifically, ensure that areas of weakness in the final product are indicated along with comments about the development process.*
>
> *Thank you for your time, cooperation and expertise in this valued part of the performance assessment.*

<div align="center">

**The evaluation feedback will be based on the following
for the university's I.T. consultants:**

</div>

1) Does the portal function without any lags and unbroken links? YES _____   NO _____

    If not, how can this be fixed?
    _____
    _____

2) Is the user interface accessible on any electronic device (computer, iPad, cellular)?
    YES _____   NO _____

If not, which devices cannot display the user interface properly?

_____
_____

3) Does the prototype fit in the appropriate context to convey the intervention?
   YES _____   NO _____

   Please explain.

   _____
   _____

4) Does the avatar contain working HTML coding to have the prototype working within a reasonable load time?
   YES _____   NO _____

EDITORIAL REVIEW

The editorial review ideally will be in progress after the technical review is completed and feedback has been received. At this point, newly hired non-tenure track faculty members should be assigned their respective employee credentials and have full access to the university's portal. They should also have consulted the job aid intervention.

This review focuses on readability and examining how information is presented. For this intervention, terminology and spelling are slightly shown but are not the primary features of the prototype. Nonetheless, the templates that appear contain grammar and wording that is presented in steps. The evaluation addresses formatting and typographical conventions in order to view if material is being presented thoroughly. The participants/reviewers will be graphic designers and the prototype intervention will be analyzed and read through to ensure course outline elements and components are presented. Assessing whether colors used for the avatar are corresponding to LaFortune University's official logo will also be evaluated.

Email Notification: Below is a sample email that will be sent to all participants/reviewers to record individual observations and responses for this part of the formative evaluation.

> *You are one of the editorial reviewers for an online multimedia simulation intervention deployed by the Centre for Faculty Development at LaFortune University. I have forwarded evaluation documents attached to this email in order for you to view and complete. Please take this time to identify any inaccuracies or errors in typography. Specifically, ensure that areas of weakness in regards to the overall layout and language are addressed.*
>
> *Thank you for your time, cooperation and expertise in this valued part of the performance assessment.*

**The evaluation feedback will be based on the following
for the university's graphic designers:**

1) Do the bulleted points displayed with the avatar support material pertaining to course outlines?
   YES _____   NO _____

2) Do the colors selected for the avatar's features adhere to LaFortune University's style guide?
   YES _____   NO _____

3) Are there any typographical errors in the content presented or any detail that should be rearranged?
   YES _____   NO _____

If so, please specify.

_____

_____

4) Does the terminology used help in achieving quality faculty support in order to prepare course outlines?

YES _____   NO _____

5) Are there any issues with the clarify of content? YES _____   NO _____

If so, please specify.

_____

_____

6) Is the avatar's design visually appealing? YES _____   NO _____

Please explain.

_____

_____

PILOT TEST

The pilot test serves a useful purpose in ensuring that all is functioning properly and that intended performers are accessing material easily. The purpose of pilot testing is to verify every aspect of the design and points of access to confirm that operation is running smoothly.

Pilot testing involves examining functionality and to see if content is ready for implementation. The participants/reviewers for this pilot test will be web developers that will conduct this test to verify if the iHelp button links to the appropriate page with the avatar. This evaluation must only occur after the technical and editorial reviews were conducted and all comments were received. This pilot test will be crucial to evaluate digital effectiveness of the avatar and how it is used to explore concepts learned. The test will also identify any technical difficulties that can be encountered when a user attempts to participate in the interactive resource. LaFortune University prides itself in user friendly practices across all online platforms.

Email Notification: Below is a sample email that will be sent to all participants/reviewers to record individual observations and responses for this part of the formative evaluation.

> *You are one of the pilot testing reviewers for an online multimedia simulation intervention deployed by the Centre for Faculty Development at LaFortune University. I have forwarded evaluation documents attached to this email in order for you to view and complete. Please take this time to assess the medium and accessibility to the university portal as well as functionality. Specifically, ensure that areas of weakness in regards to usability and multimedia content are stated.*
>
> *Thank you for your time, cooperation and expertise in this valued part of the performance assessment.*

**The evaluation feedback will be based on the following
for the university's web developers:**

1)   Is there any trouble shooting that must be done to ensure the avatar is ready for use?
        YES _____   NO _____

        Please explain.
        _____
        _____

2)   Is the multimedia content configuration displaying and loading accordingly?
        YES _____   NO _____

3)   Does the prototype expand and collapse elements to generate the desired response when clicking on its center?

    YES _____   NO _____

4)   Is the intervention prototype linked to its appropriate heading on the university portal?

    YES _____   NO _____

5)   Is it possible to do anything else to improve the overall user experience?

    Please explain.

    _____
    _____

SUMMATIVE EVALUATION

ENGAGEMENT

As initially highlighted in the performance needs assessment, primary performers consist of newly hired non-tenure track faculty members. Considering the two interventions comprise of online mediums, the best way to measure engagement levels amongst this group of performers is by examining website analytics on LaFortune University's online portal. Analytics would be used to analyze the amount of traffic the website is encountering along with new employees' usage on the platform. It is probable the pages that display these interventions would entail of high activity levels and tracking this information would be helpful in determining if material is being consulted. Moreover, assessing engagement levels will be determined by how many new faculty members provide summative evaluation responses. They will be notified to complete the evaluation via email.

User Activity:
(These questions are specifically formulated for newly hired faculty and their feedback)

Please share feedback for the following questions below:

1) How did these interventions further facilitate the development process for preparing a course outline? Explain.

   _____
   _____

2) What is the main difference between the interventions and the training program? Explain.

   _____
   _____

3) How likely are you to use some, if not, all of the information provided in these online interventions in your preparation practice? Explain.

   _____
   _____

4) How often did you find yourself visiting the university's portal and browsing through these interventions?

   _____
   _____

5) Was the university portal the best way to display these interventions? Why or why not? Explain.

   _____
   _____

References

Canva. (2020, February 27). *Templates*. https://www.canva.com/templates/

Carliner, S. (2015). *Training design basics* (2nd ed.). Alexandria, VA: ATD Press.