COURSE DESIGN DOCUMENT
For
OEPSP

October 15, 2017

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PREPARED FOR:
Verdana Community College

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I. OVERVIEW

a. Version Control

Version #	Implemented By	Revision Date	Approved By	Approval Date	Reason
1.0	J. Pillette	9/25/2017	S. Akita-Huskie	9/27/2017	First Review
1.1	S. Akita-Huskie	9/30/2017	J. Pillette	9/30/2017	Revisions Identifies
2.0	J. Pillette	10/5/2015	J. Pillette	10/5/2014	Revision Implemented
2.1	R. Schnauzer	10/10/2017	R. Schnauzer	10/10/2017	Final Review
2.2	J. Pillette	10/17/2017	J. Pillette	10/17/2017	Customer Edits Incorporated
2.3	R. Schnauzer	10/18/2017	R. Schnauzer	10/18/2017	Final Review
3.0	J. Pillette	10/19/2017	J. Pillette	10/19/2017	Final Copy Uploaded to OEPSP server as OEPSP Course Plan V.3.0

b. **Course Name:** OEPSP

c. **Course Description:**

In this course participants will work together to evaluate standardized performance evaluation, the values, vision, and goals of VCC, and, HPES. Together they will construct best practices that demonstrate a singular vision toward VCC's future as an organization.

d. **Course Objective:**

At the end of this course the participant will be able to describe the values, vision, and goals of VCC, recognize the contributions of all departments to student and organizational success, articulate the benefits of standardized performance-based evaluations, and feel more comfortable with the HPES system.

e. **Delivery Method:**

The training will be an 8-hour instructor led training using the Elwood P. Dowd training lab.

f. **Target Audience: All Faculty and Staff at VCC**

i. Demographics

Total Participants	109
Faculty:	85
Full Time	55
Part Time	30
Tenured	35
Non Tenure	50
Support Staff	24
HR	6
IT	7
T&D	3
Administration	8
Average Full Time Years at VCC	14
Average Part Time Years at VCC	8
Average Years at VCC	17

ii. Learner Characteristics

The learning audience for phase I of OEPSP includes all faculty and staff members of VCC. This group is comprised of a variety of individuals whom each have a unique background and role at VCC. While the individuals in the groups have a variety of differences, they are all adult learners whom have a common interest in VCC.

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iii. Special Considerations

There is a portion of the participant group is anxious about the changes and feels that HPES is a punishment. Additionally, the participant group has not received a lot of communication from the organization related to OEPSP or the upcoming HPES rollout. This training should proactively address these considerations. Faculty members have a system of evaluation that they had used and feels they are being punished by the new system. The training needs to combat these attitudes.

II.   PROJECT INFORMATION

a. Project team

Project Team			
VCC		ECI	
Name	Role	Name	Role
Ellen Braun	POC/ CS	Jaime L. Pillette	PM/ LID
Dr. Bob Taylor	QA Instructional Soundness	L. Wayne Carter	ID1/ i>clicker SME
Guy Madison	QA HR/ Legal Compliance	Charles A. Bothwell	ID2
Liz Montgomery	QA Administrative/ Executive	Sasha Akita-Huskie	CW
Mickey Spillane	HPES SME	Emily Chihuahua	GD
Linda Darnell	HPES SME	Rosie Schnauzer	QA/ Proofreading
		Kanye West	Social Media SME

b. Development Timeframe and Completion Due Date
See Appendix A

c. Pilot/Beta Date and Info

On November 13, 2017, a condensed beta/ trainer training will be completed. The LID/ PM and ID1 will be on site to familiarize the identified trainers with the program and with the i>clicker technology. This will provide ample opportunities to test the technology in the Elwood P. Dowd training lab with the instructors prior to roll out and to ensure that trainers are familiar with the key outcomes and elements of the training.

d. Business Drivers

The primary business drivers for OEPSP are eliminating functional silo syndrome, creating a unified organizational vision, and increasing recruitment and hiring opportunities.

e. Timeline Drivers

The timeline drivers for phase I of OEPSP are the HPES active date requirements of the court judgment and completing phase II in adequate time to meet the HPES active date.

III.   COURSE INFORMATION

The following items will support the development of content and graphics for the course.

a. Source Material:

Item	Medium	Location
HPES Marketing Materials	PDF	ECI OEPSP server> VCC> HPES
HPES Registered Images	GIFF	ECI OEPSP server> VCC> HPES> Images
VCC Values	PDF	ECI OEPSP Server> VCC> VVG> Values
VCC Vision Statement	PDF	ECI OEPSP server> VCC> VVG> Vision
President delivering VCC Vision	MP4	ECI OEPSP server> VCC> Video>Dr.HayesVision
VCC Goals	PDF	ECI OEPSP server> VCC> VVG> Goals
VCC Logo	GIFF	ECI OEPSP server> VCC> Images
Facilitator Guide Template	DOCX	ECI OEPSP server> VCC> Templates> FG
Career Mapping Options and Benefits	Web Content	https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/developingemployeecareerpathsandladders.aspx
HR Job Descriptions	PDF	ECI OEPSP server> VCC>Job descriptions
Beach Ball Lesson in Leadership	Web Content	http://www.sparkss.com/blog/a-beach-ball-lesson-in-leadership.aspx

b. Prerequisites

There will not be any prerequisites for the OEPSP course. The course is designed to establish baseline knowledge and attitudes for moving forward with phase II HPES training. The use of scaffolding in the course will allow participants to move through the content together without any prior review.

c. Technical Requirements and Resources

iv. Required student materials and resources

Participant Guide
Pen/ Pencil

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Computer Terminal
VCC Intranet Login Access

v. Required instructor materials and resources

Facilitator Guide
Access to Course Files
Access to i>clicker main terminal
Markers
Large Self-Stick Flip Chart
Large Index Card Name Tags
Surface Book
Surface Stylus
Windows Ink Sketchpad
Session 3-7 2.1 Will Include 2 Guests from Each Support Department

d. Course Overview
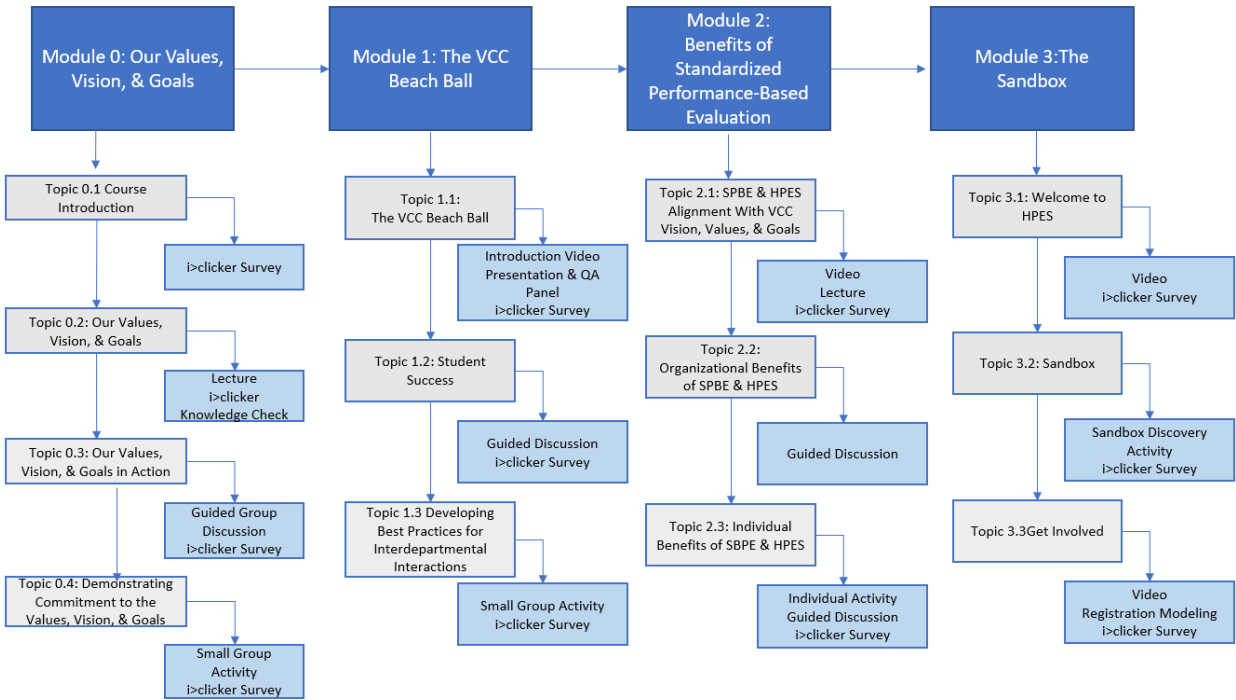
The course overview is also available as Appendix B

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IV. NEEDS ASSESSMENT OUTPUT

i. Process

The needs assessment was conducted by completing interviews with VCC stakeholders in OEPSP. Interview questions were constructed based on key findings from initial reviews of contract documentation and initial interview transcripts. Shared calendar and email communication with the participants was used to schedule the Skype based interviews.

ii. Data Collected

The Skype based interviews were recorded using Camtasia with participant permission and with the understanding that all project recordings will be destroyed and documented at the completion of the project. These recordings were transcribed for analysis of key words, phrases, and ideas that were represented across a majority (at least 51%) of the interviews.

iii. Data Analysis

Analysis of the data found that:

- 80% of the faculty and staff are unsure or unable to articulate the values, vision, and mission of VCC.

- 100% of participants indicated that the members of their department feel undervalued.

- 100% of participants indicated that career development as a key benefit of HPES.

- 80% of participants indicated that there is concern that the system is complex and time consuming.

iv. Outcomes and Recommendations/ Terminal Learning Objectives

Outcomes/ Recommendations	Terminal Learning Objectives
Training needs to provide a solid foundation in the values, vision, and goals of VCC to help root the standardized competency-based evaluations.	At the end of Module 0 participants will be able to articulate the values, vision, and goals of VCC.

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Training needs to establish interdepartmental respect and understanding at VCC.	At the end of Module 1 participants will be able to appreciate the contributions of all departments to student and organizational success.
Training needs to include career development as a key benefit of HPES.	At the end of Module 2 participants will recognize how standardized performance-based evaluation and HPES supports the values, vision, and goals of VCC and promotes individual opportunities for career mapping and development.
Training needs to focus on the elements of the system that increase efficiency around a standardized performance-based evaluation model.	At the end of Module 3 participants will be able to visualize the importance of phase II.

V. LEARNING THEORY

This course will utilize constructivist and social learning theories. The primary justification for the selection of these learning theories is the need to establish a culture with a singular vision toward the direction of the organization. While participants may have negative attitudes toward elements of OEPSP or be unclear about the implications of OEPSP, the use of social constructivist learning theory guides participants toward discovering or uncovering critical ideas and concepts about the benefits of the changes OEPSP is making (Schunk, 2012). This is important because adult learner groups tend to be more accepting of new ideas or concepts they identify over ones they are given (Knowles, Holton, & Swanson; 2005). Constructivism offers the best path to the course outcomes because it does not create any dissonance in the learners that needs to be overcome by the course (Knowles, Holton, & Swanson; 2005, Wlodkowski; 2008). By constructing a new understanding based off previous experience and knowledge, participants are more likely to transfer learning to performance (Wlodkowski, 2008). This is particularly important to support the success of phase II.

VI. DELIVERY PLATFORM JUSTIFICATION

Page 3 of the Statement of Work outlines that OEPSP will be delivered by an instructor. Aside from being pre-defined, ILT is the best suited delivery method for this phase of the training for several reasons. The large number of participants provides a perfect opportunity to harness social learning opportunities that will in turn reinforce the content and help to foster positive attitudes. This is advantageous because the underlying goal of OEPSP is to create a positive attitude and culture around the use of standardized performance-based evaluations and HPES.

VII. DETAILED COURSE OUTLINE

Module 0: VCC Values, Vision, & Goals

i.   Overview

In this module participants will explore Dr. Hayes values, vision, and goals for VCC and work together to define these in terms of behaviors.

ii. Length:
This module will last 1.5 hours.

iii. Terminal Learning Objective:
At the end of this module participants will be able to articulate the values, vision, and goals of VCC.

iv. Enabling Objectives:
Participants will be able to:
- State the core components of the values, vision, and goals.
- Define VCC's values, vision, and goals using behaviors.
- Identify ways to demonstrate VCC values, vision, and goals on the job.

v. Detailed Module Activities per Topic

Module 0		VCC Values, Vision, and Goals	
Learning Theory		**Social/ Constructivist**	
Topic	**ELO**	**Instructional Strategy & Activities**	**Assessment Strategy**
0.1 Course Introduction	0.1.1 Use the i>clicker to respond to survey questions.	**Course Introduction & Icebreaker** In this activity, the instructor will introduce themselves and the course while participants write their name in large visible letters on a large index card to make a name plate. After the course and instructor introduction, the participants will introduce themselves to the rest of the class. The instructor will then ask the participants to take a moment to look at their i>clicker. After a quick review of the buttons and use, the instructor will ask questions about the participants and VCC to display on the screen. Questions will ask what department individual participants are from, the length of time individuals have been with VCC, the length of time they have been on their career path, etc.	Participants are not formally being assessed by this activity but response data will be maintained to help create a snapshot of demographics for the groups that comprised each class. Additionally, this pre-employment data may be useful to phase II and HR. The point of this activity is to get the participants familiar with the i>clicker and to break the ice and gain their attention/ trust.
		Complete Pre-Training Survey Before administering the survey, the instructor will review the anonymity of the i>clicker response system and explain the importance of honesty in survey responses. The instructor will then read and display the pre- training survey. The survey will ask questions about the participants attitudes and feelings toward OEPSP and HPES, the participants awareness of the contributions of other departments, feelings toward standardized performance-based evaluation, and attitudes toward the upcoming phase II training.	Participants will use the i>clicker to respond to questions about their feelings and attitudes toward OEPSP and HPES that will be used as a baseline for later course data comparisons. Questions should ask the participants about their ability to define the values, vision, and goals, their current recognition of the

Module 0		VCC Values, Vision, and Goals	
Learning Theory		Social/ Constructivist	
Topic	ELO	Instructional Strategy & Activities	Assessment Strategy
			contributions of departments to the success of students and the organization, their feelings and attitudes toward standardized performance-based evaluations and HPES, and their current attitudes toward phase II.
0.2 Our Values Vision, and Goals	0.2.1 Participants will be able to state the core components of the values, vision, and mission.	**Video** In a video, President Hayes describes why the values, vision, and goals are so important to the future of VCC. **Lecture** The instructor outlines the values, vision, and mission of VCC while participants follow along in their guide.	The i>clicker will be used to collect knowledge check responses. Questions will ask learners objective questions about the values, vision, and goals. The i>clicker will only support multiple choice and true/ false question types. The purpose of this activity is to provide a singular VCC sanctioned definition of the values, vision, and goals to participants.
0.3: Our Values, Vision, and Goals in Action	0.3.1 Define VCC's Values, Vision, and Mission using behaviors.	**Guided Group Discussion** Facilitator sets the scene by describing some of the basic behaviors that can be associated with the values, vision, and goals. After getting the list started, the facilitator then guides the group through a brainstorming discussion where participants define the VCC values, vision, and goals in behaviors. The facilitator creates a list of behaviors associated with each part of the values, vision, and goals using the Microsoft Ink Sketchpad that is projected to the participants on the flat screens.	The Sketchpad files should be saved to the class file. The purpose of this activity is to engage participants in identifying behaviors they can display to embody the values, vision, and goals.

Module 0		VCC Values, Vision, and Goals	
Learning Theory		**Social/ Constructivist**	
Topic	**ELO**	**Instructional Strategy & Activities**	**Assessment Strategy**
0.4: Demonstrating Commitment to the Values, Vision, and Goals	0.4.1 Identify ways to demonstrate VCC's values, vision, and goals on the job.	**Small Group Activity** Participants will break into small groups of 4-5 individuals and use the class list of behaviors create specific examples of the behaviors in their day to day work at VCC. The instructor will go around the group numbering participants 1 through 4 to create random groups of participants. Participants will use their participant guide to complete the activity. The facilitator should monitor walk the room and assist where needed and monitor for groups that are off target. Once the groups have completed the participant guide prompts and requirements, each group will share with the rest of the class.	At the completion of the activity, participants will be polled using the i>clicker. Polling questions will ask about their feeling of comfort with the values, vision, and goals. The questions will ask participants about their confidence in articulating and demonstrating the values, vision, and goals. The purpose of this activity is to identify changes in feelings and attitudes during the module.

Module 1: The VCC Beach Ball

vi.   Overview

In this module, participants will take a deep dive into the contributions each department makes to the success of students and VCC as an organization. Using a beach ball as a metaphor for the departments at VCC, participants will work together to construct a better understanding of the work each department does to support the students and the organization.

vii.   Length:

This module will last 3 hours.

viii.   Terminal Learning Objective:

At the end of this module participants will recognize the contributions of all departments to student and organizational success.

ix.   Enabling Objectives:

Participants will be able to:

- Recognize the roll each department plays in student success.
- Relate the contributions of all departments to organizational success.
- Describe best practices for interdepartmental interactions.

x.   Detailed Module Activities per Topic

Module 1		The VCC Beach Ball	
Learning Theory		**Social/ Constructivist**	
Topic	**ELO**	**Instructional Strategy & Activities**	**Assessment Strategy**
1.1: The VCC Beach Ball	1.1.1 Relate the contributions of each department to the overall success of VCC.	**Introduction Video** The facilitator plays a video that describes the organization and its departments as a beach ball. While each strip has a different goal, each contributes to the final product.	Before watching the introduction video, participants will complete a survey at the beginning of the module using the i>clicker. Questions will ask about the perception of the specific tasks of departments and the awareness levels of the participants in the role the task plays in student and organizational success.
		Presentation and Q&A Panel Participants will partner up with other people from their department and create a presentation about their departments goals and contributions to student and organizational success. Upon completion of their presentation, the group members will open the floor to a panel style question and answer session with the entire group. Note: The initial 2 sessions should include all 14 of the support staff. Once all support staff have completed phase 1, each support department will have 2 representatives sit in for the panel activity in Module 1.1.	At the end of the presentation and panels the facilitator will use the i>clicker to collect re administer the initial survey on attitudes towards the contributions of other departments to student and organizational success. The questions will be from the 0.1 base line survey. Only the questions about the levels at which participants are aware of departmental contributions to organizational success are to be re asked at this point of the course. This exercise is designed to get participants to construct a holistic understanding of the role of all departments in organizational success.

Module 1		The VCC Beach Ball	
Learning Theory		**Social/ Constructivist**	
Topic	**ELO**	**Instructional Strategy & Activities**	**Assessment Strategy**
1.2: Student Success	1.2.1 Recognize the roll each department plays in student success.	**Guided Discussion** The facilitator will guide a discussion with the class about a student's first day of school and the interactions they have with each department. Using Microsoft Screen Sketch, the facilitator will project the campus department map and create a visual track of a student's first day interactions with each department.	The Sketchpad files should be saved to the class file. At the completion of the module, participants will complete the final i>clicker survey about their attitudes related to the contributions of departments to student and organizational success. This exercise is designed to get participants to construct a holistic understanding of the role of all departments in student success.
1.3 Developing Best Practices for Interdepartmental Interactions	1.3.1 Describe best practices for interdepartmental interactions.	**Small Group Activity** Participants will be broken into small groups of 4-5 individuals. The instructor will go around the group numbering participants 1 through 4 to create random groups of participants. In small groups, participants will work together to identify best practices for interdepartmental interactions that can be applied universally across the organization. Participants will be given a sheet from the flip chart and markers to create a presentation aid. Each group will present its ideas to the rest of the class.	The facilitator will retain the posters for later evaluation use. The point of this activity is to engage participants in identifying behaviors to use in interdepartmental interactions going forward.

Module 2: The Benefits of Standardized Performance-Based Evaluations and HPES

xi.   Overview:

Participants will learn how standardized performance-based evaluation aligns with the values, vision, and goals of VCC. They will evaluate the benefits of standardized-based performance evaluation to the organization and begin their individual career mapping using standardized performance-based evaluation as a planning tool.

xii.   Length:

This module will last 1.5 hours.

xiii.   Terminal Learning Objective:

At the end of this module, participants will recognize how standardized performance-based evaluation and HPES supports the values, vision, and goals of VCC and promotes individual opportunities for career mapping and development.

xiv.   Enabling Objectives:

Participants will be able to:

- Recognize how standardized performance-based evaluation and HPES align to VCC's values, vision, and goals.
- Relate standardized performance-based evaluation to individual career mapping and development.
- Relate standardized performance-based evaluation and HPES to individual career mapping and development.

xv.   Detailed Module Activities per Topic

Module 2		The Benefits of Standardized Performance-Based Evaluations and HPES	
Learning Theory		**Social/ Constructivist**	
Topic	**ELO**	**Instructional Strategy & Activities**	**Assessment Strategy**
2.1 Standardized performance-based evaluation and HPES alignment with the values, vision, and goals of VCC	2.1.1 Recognize how standardized performance-based evaluation and HPES align to VCC's values, vision, and goals.	**Video and Lecture** A video will introduce the basics of the standardized performance-based evaluation structure that will be supported by HPES. The facilitator will deliver a lecture on how standardized performance based evaluations align with the values, vision, and mission.	Participants will complete an i>clicker survey before the video. The point of this activity is to collect baseline data about participant attitudes. The survey will ask questions about the participants feelings toward standardized performance-based evaluation and HPES.
2.2 Organizational benefits of standardized performance-based evaluation	2.2.1 Relate standardized performance-based evaluation to organizational growth and success.	**Guided Discussion** The facilitator guides a discussion about the benefits standardized performance-based evaluation. During the brainstorming portion of the discussion, the facilitator will use Microsoft Ink Sketchpad to collect participant responses.	The Sketchpad files should be saved to the class file. The point of this activity is to have participants relate the use of standardized performance-based evaluation to VCC's success.
2.3 Individual benefits of standardized performance-based evaluation and HPES	2.3.1 Relate standardized performance-based evaluation to individual career mapping and development.	**Individual Activity** Participants will use the career mapping tools in their participant guide to formulate an individual career map. **Guided Discussion** The facilitator will guide a discussion about the benefits of standardized performance-based evaluations and HPES. The discussion will include prompts for the faculty members to discuss their current methods and its similarities to the new method.	At the end of the activity the participants will complete an i>clicker survey. Questions should ask about the final attitudes of participants toward standardized performance-based evaluations and HPES. The point of this activity is to help participants recognize how standardized performance-based evaluations can help

Module 2		The Benefits of Standardized Performance-Based Evaluations and HPES	
Learning Theory		**Social/ Constructivist**	
Topic	**ELO**	**Instructional Strategy & Activities**	**Assessment Strategy**
			them develop their career path.

Module 3: HPES Sandbox

xvi.   Overview
In this module, participants will be introduced to the HPES system with a video that outlines the key features of the system. Participants will also gain access to the sandbox environment and complete a list of simple tasks using the user guide for support.

xvii.   Length:
This module will last 2 hours.

xviii.   Terminal Learning Objective:
At the end of Module 3 participants will be able to visualize the importance of phase II.

xix.   Enabling Objectives:
Participants will be able to:
- Identify key features of the HPES system.
- Complete basic functions in the HPES sandbox.
- Describe how to get involved in phase II of OEPSP.

xx.   Detailed Module Activities per Topic

Module 3			
Learning Theory		**Social/ Constructivist**	
Topic	**ELO**	**Instructional Strategy & Activities**	**Assessment Strategy**
3.1 Welcome to HPES	3.1.1 Identify key features of the HPES system	**Video Introduction** Participants watch a video that provides an overview of the HPES systems benefits and key functions.	At the beginning of the module, the participants will use the i>clicker to respond to a survey. Questions will ask about their primary concerns about using HPES.
3.2 Sandbox	3.2.1 Complete basic functions in the HPES sandbox	**Sandbox Discovery Activity** After the facilitator shows participants how to access the sandbox and the user information portion of the software, participants will work independently or in pairs to complete tasks in the participant guide. Participants will not be required to complete any specific activity, but should be able to use the user information section and the interface to complete simple tasks such as adding a profile or finding evaluation records. The activity will wrap up	At the end of the sandbox, participants will complete an i>clicker survey. Questions will ask about the participants lever of concern related to the HPES system as well as their attitudes toward learning the system in phase II. The point of this exercise is to offer participants an

Module 3			
Learning Theory		Social/ Constructivist	
Topic	**ELO**	**Instructional Strategy & Activities**	**Assessment Strategy**
		with a discussion of participants findings and reactions.	opportunity to explore the interface of the software and to identify their ability to complete some basic tasks without training.
3.3 Get Involved	3.3.1 Describe how to register to participate in phase II testing.	**Call to Get Involved Video** A video of the president wrapping up the training with a reiteration of his vision and a challenge to get involved in phase II.	After the video, participants will complete a final i>clicker survey. Questions will ask about participants final attitudes toward HPES and OEPSP.
		Registration Modeling The instructor models how to register while participants either complete their own registration at their terminal or follow along in their participant guide.	A registration report will be run after the training to identify the percentage of participant that signed up. The purpose of this activity is to include an opportunity for participants to immediately act on the presidents call to action and to garner engagement and support for phase II.

VIII. OVERALL COURSE ASSESSMENT STRATEGY:

The overall assessment strategy for the course utilizes the i>clicker technology to administer survey and knowledge check questions to the participant. The questions are integrated throughout the various activities within the course to provide necessary information to the instructor about participant progress toward the learning objectives and about the effectiveness of the activities and the course on changing attitudes toward the HPES roll out and standardized performance-based evaluations.

The course includes one knowledge check style objective assessment as the nature of the content in the module 0 supports the use of this type of assessment. The remaining assessment is in the form of survey questions asking about participants attitudes toward a variety of OEPSP related elements. There should be no direct link between an individual participant and response data as anonymity is important to the validity of the data (Reed, 2011).

IX. CROSS REFERENCE MATRIX

Terminal Learning Objective	Learning Theory	Instructional Strategy	Activities	Assessment Strategy
Module 0 **TLO 0:** Participants will be able to articulate the values,	**Social/ Constructivist**	-Lecture -Guided Discovery -Cooperative Group Learning	-Video -Guided Group Discussion -Small Group Activity	-i>clicker

vision, and goals of VCC.				
Module 1 TLO1: Participants will be able to appreciate the contributions of all departments to student and organizational success.	**Social/ Constructivist**	**-**Guided Discovery -Cooperative Learning -Goal Setting	-Video -Guided Group Discussion -Small Group Activity	-i>clicker - Microsoft Ink Files
Module 2 TLO2: Participants will recognize how standardized performance-based evaluation and HPES supports the values, vision, and goals of VCC and promotes individual opportunities for career mapping and development.	**Social/ Constructivist**	Guided Discovery -Cooperative Learning -Goal Setting	-Video -Lecture -Guided Group Discussion -Individual Activity	-i>clicker - Microsoft Ink Files
Module 3 TLO3: Participants will feel more at ease with the upcoming HPES phase II training.	**Social/ Constructivist**	-Guided Discovery -Cooperative Learning	-Video -Registration Modeling -HPES Sandbox Discovery	-i>clicker - Phase II Registration Data

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