**LEARNER AND COURSE EVALUATION METRICS**

**Possible Learner Measures**

How long did it take to create a report (compare instances)

How many times did they reopen the file and make changes

Were interventions required (Help/support accessed, another user provided assistance, tutorials accessed, instructor assistance during or after since in-house)

How many questions were asked in-class by the learner (type of questions e.g. specific functions, key concepts, process, etc.) - engagement

Barriers to (increasing/reinforcing) learning (e.g. time to practice skills, access to software, access to support, output use in real work, personal, etc.)

Motivation and Attitudes (does the skill increases their productivity or effectiveness in their position, do they understand how it helps further organizational goals)

Transfer abilities (apply their learning effectively in new situations) - critical thinking and problem solving, collaboration, adaptability, persistence, self-regulation

**NOTE: Many of the above are considered in the Design phase but not actually measured during or after training**

**Possible Learning Measures**

*Are we currently assessing everything that matters, or only those things that are easiest to test??? Measuring the lowest-levels of cognition or more (Bloom levels I and II)?*

***Experiential Learning***

How many practice exercises with feedback were provided in training (ERGA: Application)

Types of questions asked (ERGA: Reflection and Generalization)

How many static or live (relevant and real-world) examples were provided (ERGA: Experience)

Assessment criteria e.g. more than one end-state (report) created by learners in-class

\*Case Studies

Performance-based with observation for complex skills...

*Correct assessment:*

1. Knowledge - written tests
2. Skills - performance observation
3. Understanding - make decisions or judgements, provide explanations, justify conclusions, and support answers with evidence
4. Long-term transfer - process oriented goals for complex skills reflected by standard practices or frameworks

What does the average learning curve look like for learners

Safe environment to fail provided

Scaffolding supports incorporated to build confidence

Learner transfer goals identified

Tool to self-assess skills or results provided (***Yes*** *DND criteria*)

**RELATED - Possible Tool/Application Measures**

What is the usability score (SUS) of the software: task-based user-centered design, Law of Miller/Hicks Law, wizard/step, hints/tips, detailed error messaging, breadcrumbs, etc.)

Help - organized and searchable, Tutorials, visual, etc.