

COLLEGE@ESDC

EXPLORE|LEARN|DO

College@ESDC Training Evaluation Framework

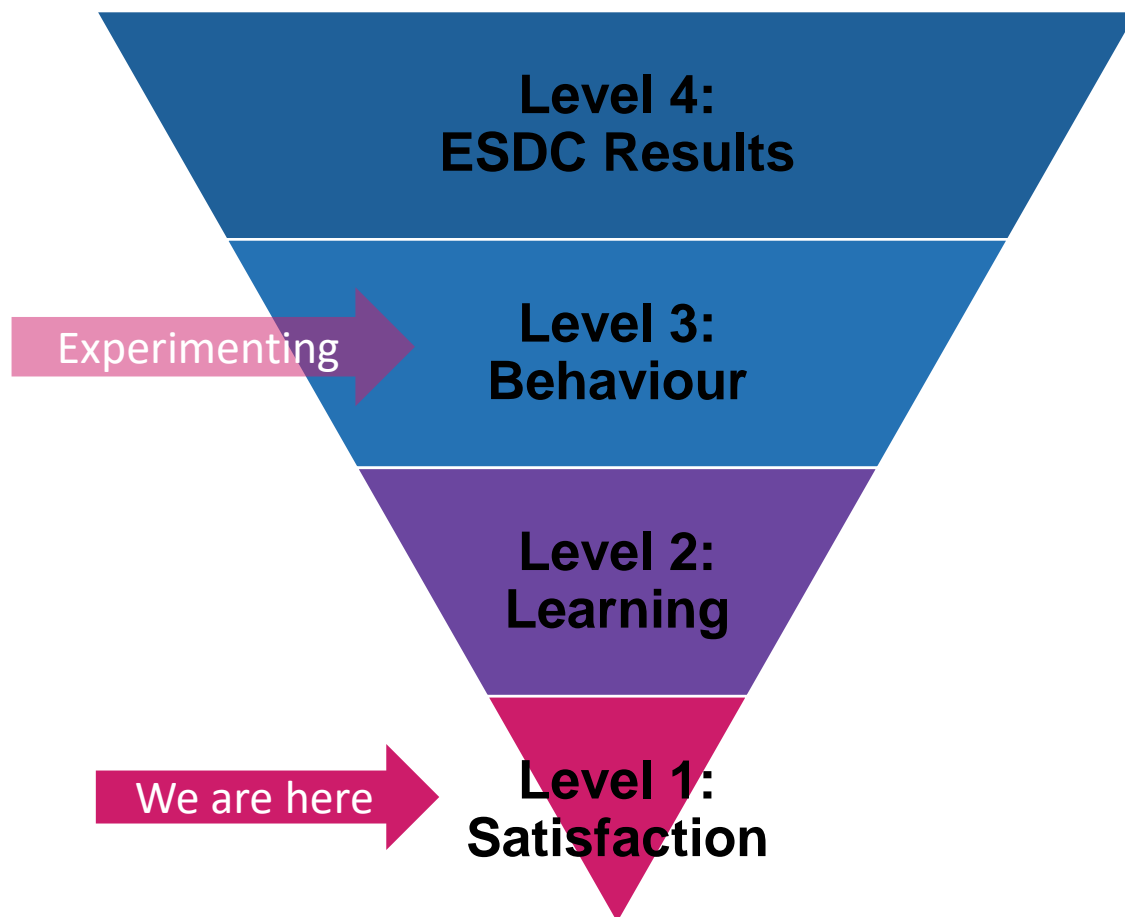
LearnX 2025

January 15, 2025

Mandate of the Evaluation Team

- To provide analytical resources for the strategic use of learning and evaluation data.
- To support the planning, design and delivery of ESDC learning to achieve departmental priorities.
- To demonstrate the ROI of learning for ESDC.

Kirkpatrick Evaluation Enabler



PEP Evaluation Unit

- Highlights of KPIs aligned to ESDC mission
- Benchmarks and visualization tools

PEP Evaluation Unit & Instructional Designers

- Reporting Learning Priorities, Learning Path(s)
- D&I Impact Assessment.

Instructional Designers

- Knowledge transfer verification within the training.
- 80% success rate.

PEP Evaluation Unit

- Harmonized data gathering.
- Reporting.

High Level Implementation Plan



	2023 – 2024 Data Gathering and Reporting	2024 – 2025 Level 1 and Level 3	2025 – 2026 Level 3 and Level 4
Strategic Evolve & Harmonize	<ul style="list-style-type: none"> ● Level 1 Harmonize Questionnaires ● Level 1 Reporting ● Level 3 Experimentation (CSB and D&I) ● Evaluation Toolbox (Repository) 	<ul style="list-style-type: none"> ● Level 3 Data gathering ● Level 4 ROI Experimenting ● Learning Priority; Learning path(s) 	<ul style="list-style-type: none"> • Level 3 Reporting • Level 4 ROI Program Evaluation • Departmental Priorities; Learning path(s)
Tactical Experiment & Optimize	<ul style="list-style-type: none"> ● Questionnaire configuration ● Level 1 Reporting ● Learning Priorities ● Data visualization 	<ul style="list-style-type: none"> ● Level 1 Reporting automation ● Level 3 Experimentation ● Learning Priority; Learning path(s) ● Case studies and Best practices 	<ul style="list-style-type: none"> • Level 3 Reporting • Level 4 Experimenting • Culture alignment with ESDC • Case Studies and Best Practices
Operational Embed & Modernize	<ul style="list-style-type: none"> ● User Notifications ● Build Data set ● Evolve Metadata strategy ● Operating Model 	<ul style="list-style-type: none"> ● Data Analytics beyond SABA ● Internal Systems IITB ● Metadata strategy 	<ul style="list-style-type: none"> • Reporting on Business Goals • Community of Practice • Metadata Strategy

Level 1 Questionnaire

1. I am satisfied with the training.
2. My level of knowledge and skills before the training.
3. My level of knowledge and skills after the training.
4. This training was a worthwhile investment for my employer.
5. The learning materials are appropriate.
6. The way the training was designed held my interest.
7. I will be able to apply what I learned.
8. I am motivated to apply what I have learned.
9. How did you learn about the training?
10. Comments

Level 1 Key Performance Indicators

1. Registration
2. Course Completion
3. Attrition
4. Evaluation Participation
5. Course Average
6. Course Satisfaction
7. Perceived Value
8. Course Materials
9. Learner Engagement
10. Knowledge Gain
11. Ability to Motivation
12. Delivery Satisfaction
13. Learning Environment
14. Trainer Quality

KPI 6: Course Satisfaction Index

6

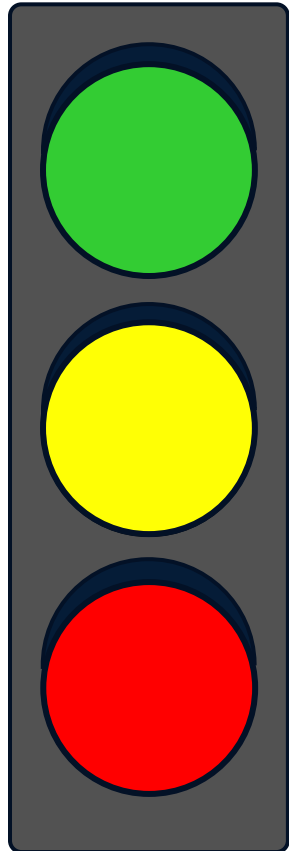
$$\text{Course Satisfaction Index} = \frac{\Sigma (\text{Q01} + \text{Q04} + \text{Q05} + \text{Q07} + \text{Q08} \text{ scores for all learners})}{\text{Total number of responses to each question}}$$

- Combines scores from multiple detailed satisfaction questions, reflecting learners' perceptions of various aspects of the training.
- Aggregates responses to several key questions, providing a holistic view of how well the course meets learners' needs and expectations.

Benchmarking

- Compares key performance indicators (KPIs) of over time.
- Identifies areas where training excels or needs improvement.
- Enhances effectiveness to meet organizational mandate.
- Tracks progress, recognizes trends, and setting realistic goals.
- Enhances efficiency, streamlines processes, and drives continuous improvement from within.

Likert Scale - Traffic Light Metaphor



Colour	Scale 1	Scale 2	Interpretation
Green	Strongly agree	Very high	Desirable outcome. Best Practice to replicate.
Light Green	Somewhat agree	High	Somewhat positive. Room for improvement.
Yellow	Neither agree nor disagree	Average	Delayed. No opinion. Stable. No Change.
Orange	Somewhat disagree	Low	Not started. Somewhat negative. Unsatisfactory. Requires attention.
Red	Strongly disagree	Very low	Undesirable outcome. Possible case study to identify areas of improvement.

Training Evaluation Course Dashboard

Strategic Learning Services, Planning, Evaluation and Policy Unit

Select all	FY 20-21	FY 21-22	FY 22-23	FY 23-24
Select all	Q1	Q2	Q3	Q4

Select your Course

General Office Ergonomic Principles

Description

IMPORTANT NOTE : This course has been added to the 2023-2024 ETC for Employees. Learners who completed it before April 1, 2023 were granted a completion credit. You do not need to retake the course if a "Successful" status displays in your Saba profile, even if it indicates "Not evaluated" next to the course. This course will help you better understand ergonomic principles and how to apply them to different working environments by: Increasing your awareness and understanding of ergonomics. Understanding the Integrated Ergonomics Program. Identifying ergonomic risk factors that may contribute to musculoskeletal disorders (MSDs). Learning how to adjust the workstation and understand how to control ergonomic risk factors. This training is intended for employees, management, committee members and representatives. This training is also available in an alternate version, which

Course Curricula Name

ESDC Essential Training Curriculum for Employees

Learning Priority

Workplace Well-being

Course Performance Overview

Registrations

4,940

Completion Rate

94.0% ■

Attrition

6.0% ■

Evaluation Participation

58.60% ■

Average Score

4.45 ■

Course Satisfaction

4.45 ■

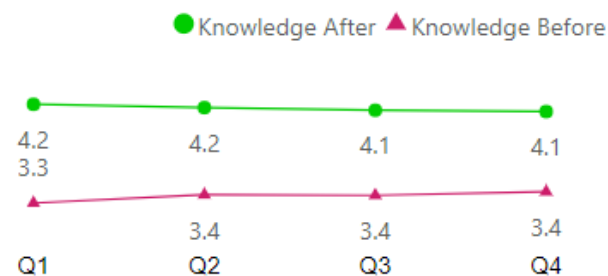
Perceived Value

4.46 ■

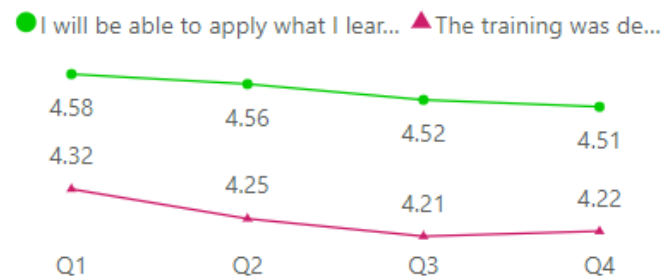
Learner Engagement

4.24 ■

Knowledge Gain



Application Ability vs Motivation



Delivery Format : Self-paced

Delivery Satisfaction

4.54 ■

Competent Trainer

N/A

Learning Environment

4.55 ■

Learning Material

4.49 ■

Format

4.41 ■

Technical Problems
Placeholder

Metadata Strategy

- Ensures that learning resources, courses, and content are structured and labeled in a way that directly supports the organization's goals.
- Simplifies content access and personalize training offering.
- Impacts positively the learner/user experience.
- Enhance compliance.
- Enhance reporting.
- Help make data-driven informed decisions.

Editorial Guidelines Naming Convention

General Language Use

Course Titles:

- Under 80 characters

Course Descriptions:

- Explicit learning objectives
- Summarize core themes
- Expected learning outcomes

Next steps...

- Level 3, qualitative data analysis
- Editorial Guidelines
- Learner-Experience (UX)
- Dashboards Accessibility
- Dashboards:
 - Curricula
 - Learning Priorities



Thank you!

