What to plan for to conduct a Level-2 evaluation

A. Overall Level-2 Evaluation Process and Resource Allocation

Conducting a Level-2 evaluation requires resources and organization. The table below shows the steps, who should carry them out, when, how long it typically takes, and why. Clicking the underlined words in each step opens the tools to help you implement it.

Steps	Who	When	Time needed[1]	Why
1. Plan (current guidelines)	Course manager	Early stage of course design	1-2 hour(s)	Allocate work and resources
2. Build test	Course manager	When the major content areas of the course are set	1 hour	Make the test correspond to the course
3. Review past items (if any)	Content expert(s)	When session content is known	1 hour	Possibly save time in item writing
4. Write test items	Content expert(s)	When session content is set	30 minutes/item (Minimum 20 items/test)	Turn learning objectives into test items
5. Pair test items	Content expert(s)	After the first item is written	5 minutes/item	Lower pre-test recall effect while helping pre-post test equivalence
6. Pilot items	a. Other content experts b. Participant-like people c. Non-experts	When first draft of test is ready	3 minutes/items for test-takers (pilot test organization not counted)	Improve test quality
7. Review test items	Course manager/ content expert(s)/ good writer	When the test is piloted	10 minutes/item pair	Improve test quality
8. Randomly assign items to pre- and post-tests using randomizer and prepare test forms using templates	Assistant	When final test version is ready (at least two days before shipping the forms)	1 day	Random assignment improves test equivalence, clear forms improve response quality
9. Collect pre-test data	Assistant or other course organizer on site	During the course, before any substantive session	1 hour	Ensure good response rate and clear answers
10. Collect post-test data	Assistant or other course organizer on site	During the course, after all substantive sessions	1 hour	Ensure good response rate and clear answers
11. Tabulate responses and run the automated statistical item analysis using a guide	Assistant	When the completed pre- and post-test forms are received	3-5 days	Get course evaluation results
12. (If WBI) send electronic copy of the matrix, test forms, and results to WBIEG	Assistant	When the results are tabulated	5 minutes	Get templates checked and have results inputted into WBI evaluation databases
13. Review and interpret results	Course manager and content experts	When the results are tabulated	1 day	Determine how to improve the next offering and tests

[1] When the course is tested for the first time. Subsequent Level-2 evaluations require less time, as only adjustments in the tests are expected.

B. What to plan for early in the design stage of a course to be evaluated at Level-2

1. Allocate **time in the agenda for participants to take the tests**. The pre-test should be at the beginning of the course before any substantive matter is introduced (typically just after logistics are discussed). The post-test should come just after the last substantive session, preferably before a session/event that would entice participants to stay (e.g., certificates, group picture, dinner). Never plan for a test to be taken during a meal or at a social event! Pre-tests and post-tests should be **administered in the same conditions** (e.g., both closed books or both open books; both on paper or both electronically), and **last the same amount of time** (typically 45 minutes to one hour each).

2. For events delivered by videoconferences, plan to convene participants just before the first videoconference session and have them stay just after the last session to take the tests. **Don't use satellite time for the test!** It is **not** cost-effective.

3. **Include the writing of the test items in the Terms of References of the presenters**. The test specification matrix will determine how many items each presenter should write. It is recommended to ask for a few more items than strictly necessary, as practice shows that not all items are usable.

4. **Include data collection in the Terms of References** of the resource people on site and budget related administrative cost (e.g., printing, copying, shipping).

5. **Mention in the invitation letter and/or registration form that evaluation is an integral part** of the course and that by registering participants agree to take both pre- and post-tests. (Also, adding that participants are expected to complete follow-up evaluations could help potential impact evaluations.)

6. Arrange to have the test forms available **in every language** in which participants **follow** the course. (It may be different from the delivery language.)