

## **Time Management**

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### **Abstract**

This project addresses the following time management challenges faced by online graduate students due to a skills gap in applying effective time management techniques. Although many students are aware of the many principles and strategies of time management, they lack the skill to successfully implement these techniques. As a result of the lack of the skill sets to prioritize tasks, create efficient schedules, and the lack of skill in using time management productivity tools, students often miss critical deadlines, thus leading to a decline in their academic performance and ultimately increase online graduate students stress levels. This project aims to close the skills gap by creating targeted modules designed to enhance students' ability to successfully put the time management tools into practice and equip students with the skills necessary to manage their time effectively, reduce stress, and improve their overall academic outcomes.

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## **Instructional Analysis: Performance Statement**

### **Problem Statement**

*“Graduate students are not able to meet the deadlines for their online courses.”*

### **Competent Performance**

Graduate students prioritize tasks effectively, balance academic work and personal responsibilities, and meet deadlines consistently. They are organized, exhibit good planning skills, and are in control of their workload, which leads to improved performance in the online learning environment, and understanding of the course content.

### **Performance Problem**

Graduate students' academic performance and general success are suffering as they regularly miss deadlines in their online classes. Although online learning provides convenience, its flexibility could also cause problems with time management, especially in cases when students lack the ability to properly prioritize assignments. Graduate poor prioritization abilities cause students to inaccurately determine the urgency of important tasks, thus leading them to focus on less critical tasks. The absence of a physical reminder from traditional schooling face to face interaction as well as interaction with their peers reduces the accountability factor making it easier for online graduate students to miss important deadlines. The difficulties in discovering and utilizing online learning tools successfully contribute to missed opportunities for tracking progress and timely assignment submission.

The failure of graduate students to fulfill these deadlines results in considerable repercussions, including heightened stress, diminished feelings of achievement, and poor grades. If neglected, these problems may result in disengagement from the learning

process. Consequently, it is imperative to tackle the underlying issues of inadequate time management and assignment deadline adherence to enhance student performance in the online learning context.

### **Analysis: Audience & Working/ Learning Environments**

#### **Audience Profile**

Graduate students in online programs pursue advanced degrees while juggling significant personal, professional, and academic responsibilities. These learners often balance full-time jobs, families, and other personal obligations alongside their studies. Given their busy schedules, they may struggle with prioritizing tasks and managing their time effectively. Success in graduate programs demands self-discipline and practical time-management strategies that allow them to integrate their academic responsibilities into an already-packed routine.

#### **Learning and Working Environments**

An ideal learning and practice environment for a graduate online learner is a dedicated, distraction-free study space equipped with reliable technology and a stable internet connection. This setup includes ergonomic features, such as a comfortable chair, proper desk height, and adequate lighting, which support focus, physical well-being, and a productive routine. Students establish a schedule that allows them to prioritize and allocate time effectively, enabling them to complete tasks consistently. Essential organizational tools, including digital calendars, task lists, and time-blocking techniques, further structure study sessions and streamline task management. Additional elements, like motivational touches, hydration options, and self-monitoring tools, enhance the environment by fostering discipline, self-reflection, and sustained engagement.

### **Analysis: Content Analysis**

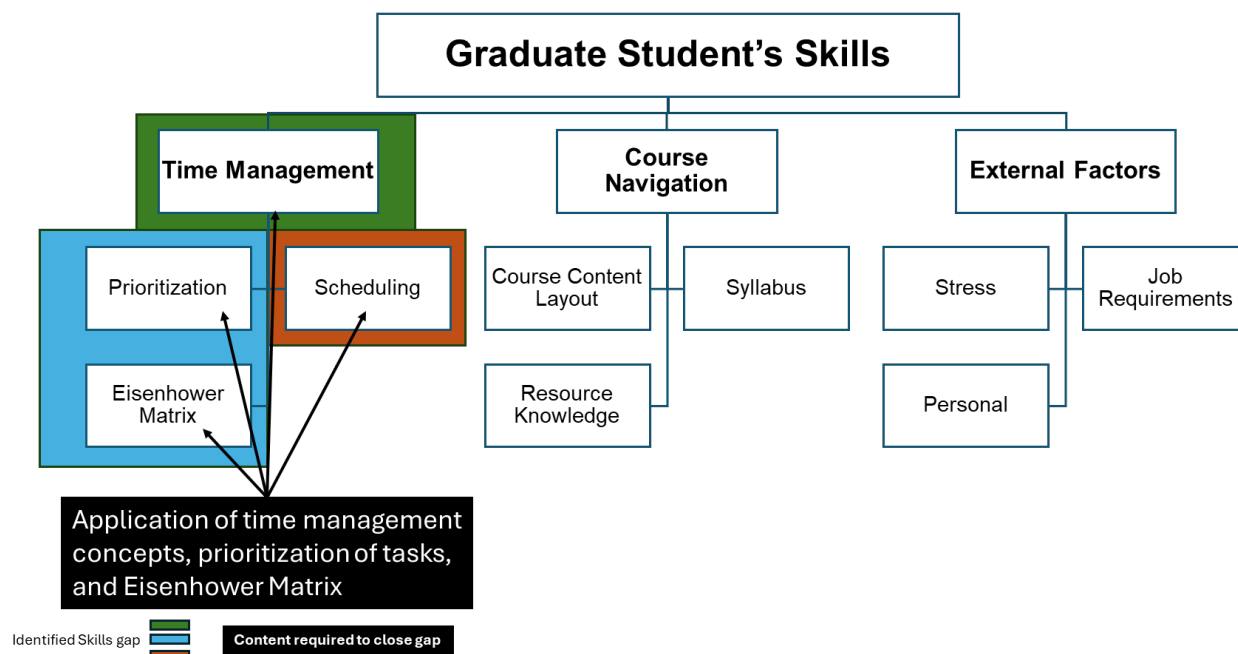
#### **Content Analysis**

Graduate students in online programs are heavily reliant on effective time management. It is a key factor in the course navigation and handling of external factors. It is a key factor in course navigation and handling external factors. While all these areas are crucial, our primary focus will be on enhancing time management skills. Time management is the foundation for success in online learning. Students can break down assignments into manageable tasks and allocate their time efficiently by prioritizing tasks using methods like the Eisenhower Matrix and developing effective scheduling habits. This is especially important, given the flexibility and self-regulation required in online courses.

Course navigation skills, such as understanding the course layout, syllabus and resources play a pivotal role in keeping students organized and aware of deadlines. Equally important is the need to address external factors like stress, job demands, and personal responsibilities. This holistic support ensures that these pressures do not compromise students' time management efforts.

By emphasizing time management strategies, a basic understanding of course navigation, and awareness of external factors, students can develop the discipline needed to succeed in their academic pursuits despite the challenge of online learning.

See diagram below. The pink areas highlight the focus of instruction based on identified performance gaps.



### Design: content, Instructional Goals, Objectives, and Assessments

#### Summarize Relationships Among Performance and Content

Performance	Content
Prioritize tasks and meet deadlines in online courses.  Classify	Introduced the importance of time management, focusing on the specific challenges of balancing academic, personal and professional responsibilities in an online learning environment.
Breaking down complex tasks into manageable components  Applying	Explore tools like the Eisenhower Matrix, which helps them categorize tasks by urgency and importance, and develop strategies for task prioritization.
Create effective schedules that account for academic obligations.  Creating	Create personalized schedules that allow for balanced time allocation across academic tasks.
Maintain focus and avoid distractions, which lead to missed deadlines.  Evaluating	Handle distractions, overcome procrastination, and adjust their schedules as needed to stay on track with deadlines and commitments.
Integrate learned time management strategies	Develop and follow their own time management plans and reflect on how these strategies have improved their ability to meet deadlines and manage

into their daily routines.	time effectively.
Applying	

### **Instructional Goals**

To develop the ability to prioritize tasks effectively by categorizing them based on urgency and importance, leading to improved decision-making in managing their academic responsibilities.

To create and implement personalized schedules that allow them to balance their various commitments while applying strategies to overcome distractions, manage procrastination and meet deadlines consistently.

### **Learning Objectives**

- Learners will categorize a list of tasks into four priority levels using the Eisenhower Matrix with 90% accuracy, demonstrating their ability to prioritize based on urgency and importance.
- Learners will design a weekly schedule that allocates time for academic activities, ensuring at least 80% of planned tasks are completed within the scheduled time frame.
- Learners identify the value of time management and its impact on success in an academic setting.
- Learners will break down a large task into smaller, actionable steps using SMART goals.
- Learners will track and adjust their schedules in response to unexpected changes, reflecting their ability to maintain flexibility and meet at least 85% of their original deadlines while managing disruptions effectively.

### **Summarize Relationships Among Goals, Objectives and Assessments**



Instructional Goal	Learning Objectives	Learning Assessment
To develop the ability to prioritize tasks effectively by categorizing them based on urgency and importance, leading to improved decision making in managing their academic responsibilities.	Learners will categorize a list of tasks into four priority levels using the Eisenhower Matrix with 90% accuracy, demonstrating their ability to prioritize based on urgency and importance.	Learners will complete an assessment where they categorize tasks using the Eisenhower Matrix, and their performance will be measured based on the accuracy of their prioritization.
To create and implement personalized schedules that allow them to balance their various commitments while applying strategies to overcome distractions, manage procrastination and meet deadlines consistently.	Learners will design a weekly schedule that allocates time for academic activities, ensuring at least 80% of planned tasks are completed within the scheduled time frame.	Learners will create a weekly schedule that allocates appropriate time to complete academic requirements.
	Learners will break down a large task into smaller, actionable steps using SMART goals.	Learners will be given a complex task and break down into actionable steps using SMART goals.
	Learners will design their schedules in response to unexpected changes, reflecting their ability to maintain flexibility and meet at least 85% of their original deadlines while managing disruptions effectively.	Learners are given a scenario that includes disruptions, and they must adjust their schedule to meet prescribed deadlines.


### Development: Storyboard Set


<b>UNIT Title:</b> Time Management <b>Designer:</b> Paola Delarosa-Lloret, Leah Willis, Brady Davis <b>Purpose:</b> To equip graduate students with strategies to improve time management, prioritize tasks, and meet academic deadlines effectively. <b>Seat-time:</b> 3 hours and 10 minutes
<b>Context:</b> This new unit is part of an online graduate course designed to enhance students' time management skills. It provides tools and strategies for task prioritization, schedule planning, and minimizing distractions. The instructional goal is to improve students' ability to prioritize tasks, manage academic workloads, and meet deadlines consistently. It is an online, self-paced activity that involves interactive activities. The facilitation will combine guided activities, reflection tasks and assessments.
<b>Target Audience:</b> Graduate students in online programs, balancing personal, academic and professional responsibilities. No prior time management training is required.
<b>Expected UNIT outcomes:</b> <ul style="list-style-type: none"> <li>Learners will categorize tasks into four priority levels using the Eisenhower Matrix with 90% accuracy, demonstrating their ability to prioritize based on urgency and importance.</li> <li>Learners will design a weekly schedule that allocates time for academic activities, ensuring that at least 80% of planned tasks are completed within the scheduled time frame.</li> <li>Learners will break down an enormous task into smaller, actionable steps using SMART goals.</li> <li>Learners will design their schedules in response to unexpected changes, reflecting their ability to maintain flexibility and meet at least 85% of their original deadlines while effectively managing disruptions.</li> </ul>
<b>Overview:</b> The course introduces essential time management principles to help students overcome challenges in balancing academic, personal, and professional responsibilities. Students will learn to use the Eisenhower Matrix to categorize tasks by urgency and importance, developing the ability to prioritize effectively with 90% accuracy. They will also create personalized weekly schedules that allocate time for academic tasks, aiming to complete at least 80% of planned activities. Students will break down larger tasks into actionable steps using SMART goals and practice adjusting their schedules in response to disruptions, with the objective of meeting at least 85% of original deadlines.
<b>Key UNIT content:</b> 1) Introduction to time management principles. 2) Task prioritization using the Eisenhower Matrix. 3) Developing effective schedules using SMART goals. 4) Assessment 5) Summary
<b>Content learning assessments:</b> 1) Quiz on Eisenhower Matrix. 2) SMART Goals matching activity. 3) Task Prioritization activity. 4) Final assessment.
<b>Resources required for UNIT:</b> 1) Facilitator's guide. 2) Learner's guide. 3) Presentation platform that includes quizzes and assessments.
<b>Facilities required for UNIT:</b> Delivered online through the institution's learning management system.


## Flowchart


<b>UNIT Title:</b> Time Management <b>Designer:</b> Paola Delarosa-Lloret, Leah Willis, Brady Davis <b>Purpose:</b> To equip graduate students with strategies to improve time management, prioritize tasks, and meet academic deadlines effectively. <b>Seat-time:</b> 3 hours and 10 minutes
<b>UNIT Flow Chart of EVENTS with brief EVENT descriptions:</b> <div> <b>Introduction to Time Management Principles (30 Minutes)</b> <ul style="list-style-type: none"> <li>Overview of the importance of time management in academic settings.</li> <li>Key principles for balancing academic, professional and personal responsibilities.</li> <li>Quiz: Multiple Choice questions to reinforce learning.</li> <li>Debrief</li> </ul> </div> <div> <b>Task prioritization using the Eisenhower Matrix (75 Minutes)</b> <ul style="list-style-type: none"> <li>Explanation of the Eisenhower Matrix and how it categorizes tasks by urgency and importance.</li> <li>Examples of tasks fitting each quadrant.</li> <li>Quiz: Drag-and-Drop questions to reinforce learning.</li> <li>Debrief</li> </ul> </div> <div> <b>Developing effective schedules using SMART goals (75 Minutes)</b> <ul style="list-style-type: none"> <li>Introduction to SMART goal-setting (Specific, Measurable, Achievable, Relevant, Time-bound).</li> <li>Strategies for maintaining consistency and accountability.</li> <li>Activity: Interactive exercise where students use the Eisenhower Matrix for real-life academic tasks and scenario.</li> <li>Debrief</li> </ul> </div> <div> <b>Final Assessment (15 Minutes)</b> <ul style="list-style-type: none"> <li>Comprehensive assessment covering time management principles, task prioritization, and SMART goals.</li> <li>Includes both multiple choice and practical application questions</li> <li>Debrief</li> </ul> </div> <div> <b>Summary (10 Minutes)</b> <ul style="list-style-type: none"> <li>Review of key takeaways from the unit</li> <li>Reflection</li> </ul> </div>


## Storyboard Screens


<b>UNIT title: Time Management</b> <b>EVENT Title: Introduction to Time Management Principles</b>		<b>Estimated Time for EVENT: 30 minutes</b>
<b>EVENT –</b>  <p>@P_De la rosa via @canva.com</p>		<b>EVENT Description:</b> This event introduces students to the fundamentals of time management, emphasizing the importance of balancing personal, academic and professional responsibilities. It highlights common challenges faced by online learners and provides an overview of essential principles such as goal setting, prioritization and self regulation.
		<b>EVENT Deliverables:</b> <ul style="list-style-type: none"> <li>• Summary of core time management principles</li> <li>• Initial reflections on personal time management habits.</li> <li>• Quiz: Students identify key time challenges</li> </ul>
		<b>EVENT-required resources:</b> <ul style="list-style-type: none"> <li>• Presentation slides</li> <li>• Reflective questions</li> </ul>
<b>Clarifying Notes on EVENT:</b> <ul style="list-style-type: none"> <li>• The focus is to create awareness of the importance of time management and how it can impact academic performance</li> <li>• Emphasize the relevance of time management in online learning environments where flexibility requires discipline</li> <li>• This event sets the foundation for the more detail's sessions on task prioritization and scheduling.</li> </ul>		<b>EVENT primary and sub -learning objectives:</b> <ul style="list-style-type: none"> <li>• Identify the value of time management by explaining how effective time management contributes to academic success.</li> <li>• Recognize the benefits of setting priorities and managing distraction.</li> </ul>
		<b>EVENT primary content points:</b> <ul style="list-style-type: none"> <li>• Importance of balancing responsibilities</li> <li>• Overview of self regulation techniques</li> </ul>


<b>UNIT title: Time Management</b> <b>EVENT Title: Task prioritization using the Eisenhower Matrix</b>		<b>Estimated Time for EVENT: 75 Minutes</b>
<b>EVENT –</b>  <p>@juststock @canva.com</p>		<b>EVENT Description:</b> This event assess students' understanding of the Eisenhower Matrix and their ability to categorize tasks correctly. The quiz will consist of multiple choice questions and drag and drop activities.
		<b>EVENT Deliverables:</b> <ul style="list-style-type: none"> <li>• Completed quiz with task categorization.</li> <li>• Immediate score (minimum passing 80%)</li> </ul>
		<b>EVENT-required resources:</b> <ul style="list-style-type: none"> <li>• Online quiz platform.</li> <li>• Task scenarios.</li> <li>• Drag-and-drop activities for interactive task sorting.</li> </ul>
<b>Clarifying Notes on EVENT:</b> <ul style="list-style-type: none"> <li>• The quiz serves as both an assessment and a reinforcement tool to solidify learning.</li> <li>• Feedback will be provided immediately upon completing the quiz.</li> <li>• Students who score below 80% will be encouraged to retake the quiz.</li> </ul>		<b>EVENT primary and sub -learning objectives:</b> N/A
		<b>EVENT primary content points:</b> <ul style="list-style-type: none"> <li>• Accurate identification of tasks.</li> <li>• Reflection on how the Eisenhower Matrix can guide daily task management.</li> </ul>

<b>UNIT title: Time Management</b> <b>EVENT Title: Quiz on Eisenhower Matrix</b>	
<b>Estimated Time for EVENT: 15 Minutes</b>	
<b>EVENT –</b>  <p>@P_De la rosa via @canva.com</p> <p>@TheaDesign @canva.com</p>	<b>EVENT Description:</b> This event introduces students to the Eisenhower Matrix, a prioritization tool that helps categorize tasks based on urgency and importance. Students will learn how to divide their tasks into four quadrants.
	<b>EVENT Deliverables:</b> <ul style="list-style-type: none"> <li>Completed Eisenhower Matrix exercise with real-world tasks.</li> </ul>
	<b>EVENT-required resources:</b> <ul style="list-style-type: none"> <li>Digital Eisenhower Matrix template.</li> <li>Example task lists.</li> <li>Access to collaborative tool.</li> </ul>
<b>Clarifying Notes on EVENT:</b> <ul style="list-style-type: none"> <li>The goal is to build students' ability to identify high priority tasks and focus their efforts effectively.</li> <li>The module will guide learners through practical examples to ensure understanding.</li> <li>Emphasis is placed on balancing tasks to avoid focusing solely on urgent activities.</li> <li>Following this event there will be a Drag-and-Drop questions to reinforce learning.</li> </ul>	<b>EVENT primary and sub-learning objectives:</b> <ul style="list-style-type: none"> <li>Categorize into the four Eisenhower Matrix quadrants with 90% accuracy.</li> <li>Analyze tasks list to distinguish between urgent and important tasks.</li> </ul>
	<b>EVENT primary content points:</b> <ul style="list-style-type: none"> <li>Overview of the four Eisenhower Matrix quadrants.</li> <li>Strategies for balancing urgent and important tasks.</li> <li>Reflection on how the matrix can be integrated into students' daily schedules.</li> </ul>

<b>UNIT title: Time Management</b> <b>EVENT Title: Developing effective schedules using SMART goals</b>	
<b>Estimated Time for EVENT: 60 Minutes</b>	
<b>EVENT –</b>  <p>@pepifoto via @canva.com</p>	<b>EVENT Description:</b> This event focuses on helping students develop personalized schedules that incorporate SMART goals (specific, measurable, achievable, relevant, time-bound). Students will learn how to break down larger tasks into smaller, actionable steps and fit them into their weekly schedule.
	<b>EVENT Deliverables:</b> <ul style="list-style-type: none"> <li>Completed weekly schedule integrating SMART goals.</li> <li>List of at least three SMART goals related to academic tasks.</li> </ul>
	<b>EVENT-required resources:</b> <ul style="list-style-type: none"> <li>Digital SMART goal templates.</li> <li>Example schedules developed using SMART goals.</li> </ul>
<b>Clarifying Notes on EVENT:</b> <ul style="list-style-type: none"> <li>Emphasis will be placed on balancing tasks across different responsibilities.</li> <li>Module will guide students through examples of well-structured SMART goals and effective scheduling.</li> </ul>	<b>EVENT primary and sub-learning objectives:</b> <ul style="list-style-type: none"> <li>Learners will break down an enormous task into smaller, actionable steps using SMART goals.</li> <li>Create three SMART goals related to academic tasks.</li> </ul>
	<b>EVENT primary content points:</b> <ul style="list-style-type: none"> <li>Introduction to SMART goal criteria.</li> <li>Techniques for building effective schedules</li> <li>Strategies for balancing conflicting priorities.</li> </ul>

<b>UNIT title: Time Management</b> <b>EVENT Title: SMART Goals activity</b>		<b>Estimated Time for EVENT: 15 Minutes</b>
<b>EVENT –</b>  <p>@stroblowski @canva.com</p>		<b>EVENT Description:</b> Students will use SMART goals to prioritize and break down complex tasks. Students will select academic and personal tasks, identify priorities and apply SMART framework to set actionable steps.
		<b>EVENT Deliverables:</b> <ul style="list-style-type: none"> <li>List of tasks broken down using SMART criteria.</li> <li>Drag-and-Drop activity scoring at least 80%.</li> </ul>
		<b>EVENT-required resources:</b> <ul style="list-style-type: none"> <li>Online quiz platform.</li> <li>Task scenarios.</li> <li>Drag-and-drop activities for interactive task sorting.</li> </ul>
<b>Clarifying Notes on EVENT:</b> <ul style="list-style-type: none"> <li>This activity helps reinforce the knowledge gained during the previous event.</li> <li>Students will receive immediate feedback upon completing the activity and will be encouraged to retake it if they do not achieve the minimum score.</li> </ul>		<b>EVENT primary and sub -learning objectives:</b> N/A
		<b>EVENT primary content points:</b> <ul style="list-style-type: none"> <li>Overview of the SMART goal framework.</li> <li>Practical application of SMART goals to academic and personal tasks.</li> <li>Strategies for integrating SMART goals into schedules effectively.</li> </ul>

<b>UNIT title: Time Management</b> <b>EVENT Title: Final Assessment</b>		<b>Estimated Time for EVENT: 15 Minutes</b>
<b>EVENT –</b>  <p>@juststock @canva.com</p>		<b>EVENT Description:</b> The final assessment evaluates students' mastery of the key concepts covered throughout the unit. It consists of multiple-choice questions, a task categorization exercise and a reflection section.
		<b>EVENT Deliverables:</b> <ul style="list-style-type: none"> <li>Completed assessment scoring at least 80%.</li> </ul>
		<b>EVENT-required resources:</b> <ul style="list-style-type: none"> <li>Online quiz platform.</li> <li>Eisenhower Matrix template for task categorization.</li> <li>Rubric.</li> <li>Drag-and-drop activities for task categorization.</li> </ul>
<b>Clarifying Notes on EVENT:</b> <ul style="list-style-type: none"> <li>This will assess both conceptual understanding and practical application.</li> <li>Students will receive feedback and have an opportunity to retake it if they do not achieve the minimal score.</li> </ul>		<b>EVENT primary and sub -learning objectives:</b> N/A
		<b>EVENT primary content points:</b> <ul style="list-style-type: none"> <li>Application of the Eisenhower Matrix to prioritize tasks.</li> <li>Practical application of SMART goals to academic and personal tasks.</li> <li>Comprehension of strategies to improve time management .</li> </ul>

<b>UNIT title: Time Management</b> <b>EVENT Title: Summary</b>	
<b>Estimated Time for EVENT: 10 Minutes</b>	
<b>EVENT –</b>  <small>@Eugene Zvonkov @canva.com</small>	<b>EVENT Description:</b> This event provides a recap of the key concepts covered throughout the unit. Students will review the principles of time management, task prioritization using the Eisenhower Matrix, and using SMART goals.
	<b>EVENT Deliverables:</b> <ul style="list-style-type: none"> <li>Summarized key concepts.</li> </ul>
<b>Clarifying Notes on EVENT:</b> <ul style="list-style-type: none"> <li>This event serves as a bridge to real-world application, and will assist students prior to the final assessment.</li> </ul>	<b>EVENT-required resources:</b> <ul style="list-style-type: none"> <li>Slides summarizing key concepts.</li> </ul>
	<b>EVENT primary and sub -learning objectives:</b> N/A
	<b>EVENT primary content points:</b> <ul style="list-style-type: none"> <li>Review of time management principles and their importance.</li> <li>Summary of the Eisenhower Matrix and SMART goal setting techniques.</li> </ul>

### Implementation: Dissemination Plan

Upon enrollment in an online master's program, students will be sent a link via their school email to enroll in "Time Management 101." Links will be active 60 days prior to the semester's start. Students will be required to complete this training no later than three days prior to the beginning of their orientation. This will serve as a prerequisite to the orientation and students will be rescheduled for orientation if they fail to meet the completion timeline.

This is a two hour, asynchronous, fully online programmed instruction. The instruction will consist of multiple modules. Students may pause instruction after module completion and return later. If a student "times out" by incurring three instances of inactivity within one module, the module will restart, and the student will lose all progress up to that point. This is to ensure focus and retention of instructional material.

The course will culminate with a survey to enable retention and transfer, and this will carry over to their orientation. During orientation, the student will be asked questions regarding their

experience in the course, what they gleaned from the instruction, and will be asked to share their reflection based on their answers to the survey questions. Education counselors, associate professors and current graduate students will be present during this activity to discuss methods of adoption and recommend best practices. These instructors will have completed the course within the last six months.

Instructional designers of the course will have experience in graduate level, online, asynchronous education. Administrators and other direct support personnel will remain current in their certification of the course material. This will require them to complete the course every 12 months or when the curriculum undergoes a momentous change.

### **Evaluation: Formative and Summative Evaluation Plan, Cost Benefit**

#### **Formative Evaluation**

<b>Component of instruction</b>	<b>Evaluation Questions</b>	<b>Instrument/ Protocol</b>	<b>Stakeholders Providing the Data</b>
Content Presentation	<ul style="list-style-type: none"> <li>• Are learners engaged?</li> <li>• Is the introduction of the topic useful for the intended audience?</li> <li>• Is the explanation of the Eisenhower matrix clear and easy to follow?</li> <li>• Is the content on prioritization clear and logical?</li> <li>• Are students seeking explanation or asking questions to help them to have better knowledge of the given content?</li> </ul>	<ul style="list-style-type: none"> <li>• Survey / Focus group.</li> <li>• Observation</li> <li>• Interaction</li> <li>• Discussion</li> <li>• Check(s)-on-learning</li> </ul>	<ul style="list-style-type: none"> <li>• Learners</li> <li>• Instructors</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Are the learners able to accurately categorize tasks using the Eisenhower Matrix? Do the learners demonstrate a 90% accuracy rate?</li> <li>• Are the learners able to design a weekly schedule and allocate time effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Survey</li> <li>• Focus group</li> <li>• Document Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Learners</li> </ul>
Reflection and Adaptation	<ul style="list-style-type: none"> <li>• Are learners able to reflect on the value of time management?</li> <li>• Are the learner's demonstrating flexibility by adjusting schedules and meeting deadlines?</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Reflection Activity</li> <li>• Document Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Learners</li> <li>• Instructor</li> </ul>

## Summative Evaluation

Type of Evaluation	Evaluation Questions	Instruments/ Protocols	Uses
Overall Satisfaction	<ul style="list-style-type: none"> <li>• Are learners satisfied with the content and delivery of the course?</li> </ul>	<ul style="list-style-type: none"> <li>• End of Course Survey</li> </ul>	<ul style="list-style-type: none"> <li>• To access overall quality and satisfaction of the</li> <li>• To determine if a new performance gap emerged from knowledge or skill.</li> </ul>
Learning Assessment Mastery	<ul style="list-style-type: none"> <li>• Can learners categorize tasks with 90% accuracy using the Eisenhower Matrix?</li> <li>• Did learners complete at least 80% of planned tasks within their weekly schedules?</li> <li>• Can learners effectively use SMART goals to break down large tasks?</li> <li>• Are learners able to adjust schedules while meeting 85% of the deadlines despite disruptions?</li> </ul>	<ul style="list-style-type: none"> <li>• Summative Assessment at the end of the instruction</li> <li>• Post-instruction survey</li> <li>• Document Analysis</li> <li>• Learner follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• To assess the learner's ability to apply prioritization techniques</li> <li>• To evaluate time management skills and task completion</li> <li>• To assess learners' goal-setting abilities</li> <li>• To measure adaptability and flexibility in time management</li> <li>• To assess overall quality and satisfaction of the course</li> <li>• To determine if a new performance gap emerged from knowledge or skill.</li> </ul>
Transfer of Competencies	<ul style="list-style-type: none"> <li>• Are learners able to use time management skills in academic settings after the course?</li> </ul>	<ul style="list-style-type: none"> <li>• Post-course survey</li> <li>• Learner follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• To determine long-term impact and transfer of learned skills</li> </ul>

## Cost Benefit Analysis

<b>Costs associated to Implement (human capital, facilities, equipment, financial, resources, quantitative and qualitative)</b>	<b>Benefits associated with Implementation (financial, resources, quantitative and qualitative)</b>
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<ul style="list-style-type: none"><li>• Instructional designer, subject matter expert, facilitator for formative/summative evaluations</li><li>• Learning Management System licensing, Eisenhower Matrix software and tools, scheduling software</li><li>• Worksheets</li><li>• IT support and administrative support for student onboarding and troubleshooting</li><li>• Total estimated costs to implement (\$15,000)</li></ul>	<ul style="list-style-type: none"><li>• Improved academic success; GPA can be used for a more measurable output.</li><li>• Retention of online graduate students</li><li>• Closure of skills gap</li></ul>
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## References

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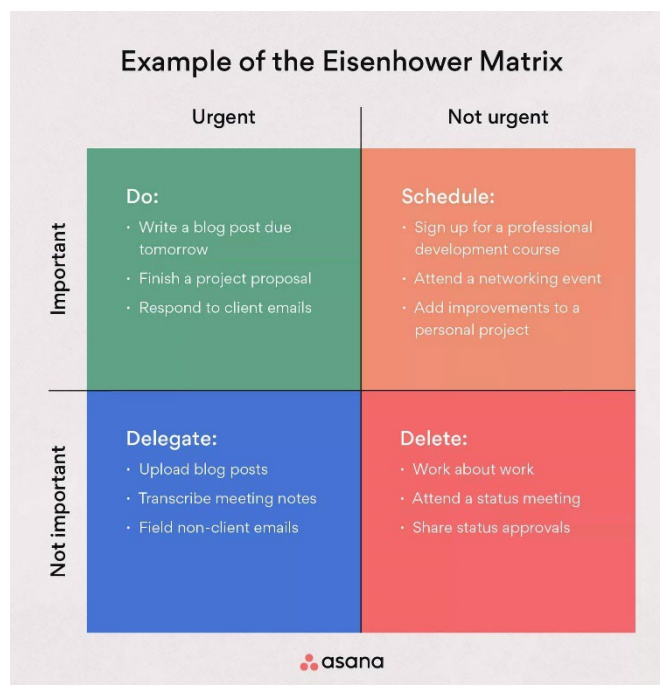
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## Appendix

**Figure 1: Eisenhower Matrix**



**Figure 2: SMART goals Matrix**



## Final Report Checklist

<b>Final Report Checklist</b>	
Front Matter (2 pages)	<input type="checkbox"/> Title page and Table of Content present <input type="checkbox"/> Effective Abstract (good grammar, spell checked)
Analysis (½ page)	<input type="checkbox"/> Required components present (problem statement, content analysis) <input type="checkbox"/> Supporting graphics, charts, clear and accurate <input type="checkbox"/> Section conforms to length guidelines. <input type="checkbox"/> Grammar, spelling, format check
Design (2 pages)	<input type="checkbox"/> Required components present (instr. strategies, resources, assessments) <input type="checkbox"/> Supporting graphics, charts, clear and accurate <input type="checkbox"/> Section conforms to length guidelines. <input type="checkbox"/> Goals, objectives, activities, assessments align, and address identified gaps. <input type="checkbox"/> Grammar, spelling, format check
Development (4 pages)	<input type="checkbox"/> Required components present. <input type="checkbox"/> Supporting graphics, charts, clear and accurate <input type="checkbox"/> Prototype clearly demonstrates design of instruction. <input type="checkbox"/> Section conforms to length guidelines. <input type="checkbox"/> Grammar, spelling, format check
Implementation (1 page)	<input type="checkbox"/> Required components present (dissemination plan) <input type="checkbox"/> Supporting graphics, charts, clear and accurate <input type="checkbox"/> Section conforms to length guidelines. <input type="checkbox"/> Grammar, spelling, format check
Evaluation (1 page)	<input type="checkbox"/> All required components are present (formative/summative; cost/benefit) <input type="checkbox"/> Supporting graphics, charts, clear and accurate <input type="checkbox"/> Section conforms to length guidelines. <input type="checkbox"/> Grammar, spelling, format check
Appendices (End matter)	<input type="checkbox"/> References section is BEFORE appendix A, in APA style. <input type="checkbox"/> Supplemental Appendixes referenced in body of report. <input type="checkbox"/> Supporting graphics, charts, clear and accurate in Appendixes <input type="checkbox"/> Grammar, spelling, format check <input type="checkbox"/> Final checklist attached after LAST appendix.
Formatting Overall	<input type="checkbox"/> All sections are written in a professional manner. <input type="checkbox"/> 12 pt Times New Roman font is used in main text, (tables can be 10pt) <input type="checkbox"/> APA formatting is followed in citations. <input type="checkbox"/> Graphics and/or diagrams are used effectively. <input type="checkbox"/> Report is formatted into one file (pdf)
Overall Report Content	<input type="checkbox"/> Performance problem is clearly described. <input type="checkbox"/> Analysis supports recommendation for instructional solution. <input type="checkbox"/> Instructional Design solutions address gaps identified in Analysis. <input type="checkbox"/> Development plan addresses Design specification <input type="checkbox"/> Implementation plan aligns with Analysis and Design plan. <input type="checkbox"/> Evaluation plan aligns with instruction and performance problem. <input type="checkbox"/> Flow of messages among sections and performance problem are clear