

EDUC 603 JOB AID

ANALYSIS OVERVIEW

The primary concept explored in EDUC 603 was the analysis phase of the ADDIE model. Analysis is the first step in the ADDIE model, and is crucial to the success of any training.

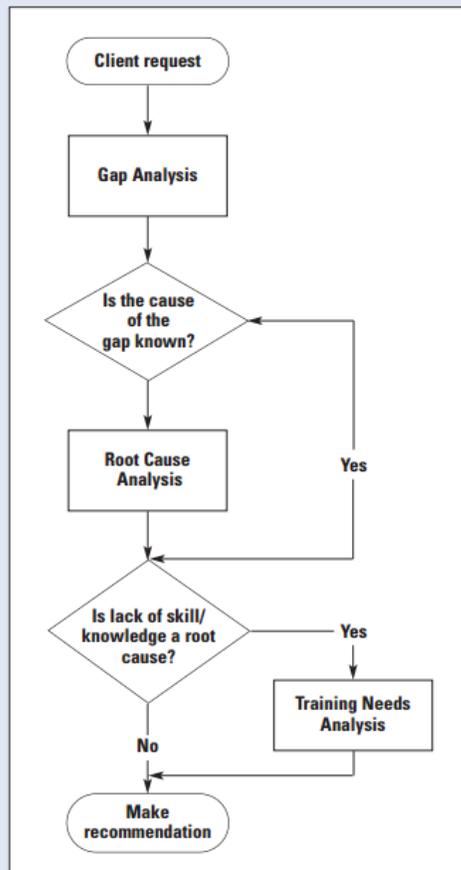
Below is a snippet of my first discussion board post regarding the usefulness of analysis:

“One important element that I learned about instructional design, is that training is not a fix-all for all performance problems (Hanley, *Discovering Instructional Design 3: A Systems Approach*, 2009), which is why the Analyzing element is so crucial. There are times that simply motivation or having employees that are not fit for their position is the root cause for the performance issues. In order to successfully design an efficient training, designers must find the root cause of the performance issues. I witness this first hand as a teacher who is forced into professional development trainings that often leave me frustrated by the amount of time that was taken from me as compared to the benefit.”

This job aid focuses on analysis, but also includes helpful hints for design plans and evaluation instruments.

Analysis Sequence

This flowchart illustrates the sequence of conducting a front-end analysis and then moving into a training needs analysis, if applicable. Note: At the point the root-cause analysis is complete, there may be a variety of other analyses you will want to conduct in place of, or in addition to, the training needs analysis (the options are not illustrated here).



Analysis Cheat Sheet

The table below summarizes the three analyses discussed in this *Infoline*—the gap analysis, the root-cause analysis, and the training need analysis.

Analysis	Output	When to Perform	Sample Questions
Gap	Articulation of a gap between current and desired performance	When, as a strategic business partner, you need to help a business move from its current state of operational performance to its desired state of performance.	<ul style="list-style-type: none"> ● What are the current business results, stated in measurable terms? ● What would your business results look like if performance was where it should be?
Root Cause	Identification of the root causes of a performance discrepancy	Whenever someone comes to you and says: “We need training,” and you have identified a performance gap from previous analysis. This analysis ensures the true issue is identified so the proper solution can be recommended.	<ul style="list-style-type: none"> ● Could the performers perform accurately if they had no choice? ● What consequences exist for non-performance? ● Do the performers have adequate resources? ● Do performers know what is expected of them? ● What internal factors support or prevent the desired state? ● What external factors support or prevent the desired state?
Training Needs	Discovery of information needed to recommend or create a training solution	Once the root cause of a performance discrepancy has been identified as the lack of a knowledge or skill, this collection of sub-analyses can be conducted to determine the scope of what the training solution needs to be.	<ul style="list-style-type: none"> ● What is the audience like? ● What are the objectives of the training? ● What delivery methods are viable? ● What environmental constraints exist? ● What is the total investment to conduct training?

PERFORMANCE GAP ANALYSIS

i A **Performance Gap Analysis** is an objective calculation of the difference between the current state and future state of performance that does not imply cause or suggest a solution.

The Performance Gap Analysis defines the gap between present operations and compares it to the desired state of affairs. It focuses on operational results and employee performance. It helps clients articulate problems the client has.

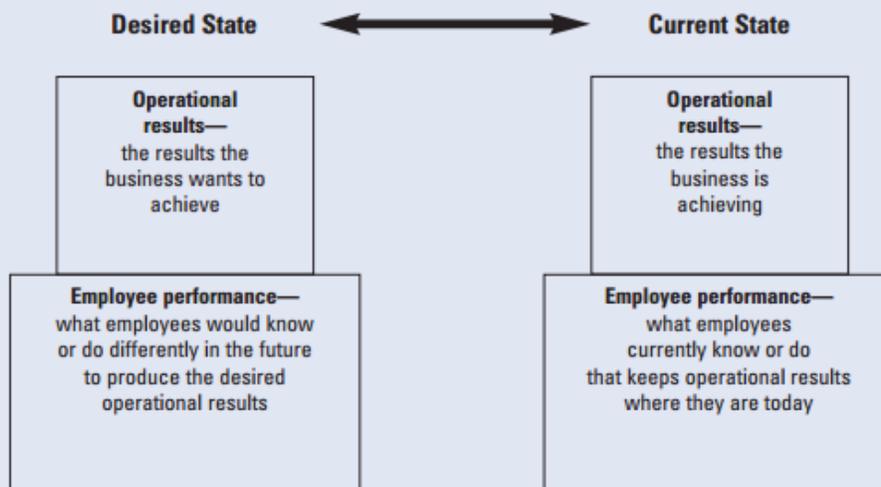
When to Conduct a Gap Analysis

The following table outlines three common situations and explains why a gap analysis is necessary.

Situation	Why Gap Analysis
<p>You are asked to help improve the overall business results and/or employee performance of a department, division, or organization.</p>	<p>This is the classic cue for gap analysis! Whenever you are approached as a performance consultant to help a business improve, a gap analysis should be your starting point. It will paint the initial picture you need to make a determination on what direction to take next.</p>
<p>A client approaches you with a request for refresher training on any given subject (or training on something you know employees have done before).</p>	<p>Refresher implies that the employees have learned the information previously. Your thoughts should be: What is happening now that leads the business to believe their people need refresher training? What specific performance (or lack of performance) has triggered the request? Defining the desired and current states is a definite necessity; in many cases that cue up like this, training isn't the best solution.</p>
<p>You receive a request to develop training for something that associates have no experience with, such as a new product, system, or process.</p>	<p>Here, you want to define the desired state of performance. The desired operational results will be the metrics by which success of the training will be measured, and the desired employee performance is what the employees will have to know or do with this new concept.</p> <p>In this situation, you could skip defining the current state because if something is new, then technically there is no real current state around the same metrics defined for the desired state. You could make note of how things are done today, but because whatever the new thing is will replace the status quo, it is not necessary.</p>

Gap Analysis Illustration

A gap analysis starts with the articulation of the desired and current states of business and employee performance. The discrepancy (or gap) between the two states is then clearly defined in quantifiable terms.



Required Elements

- **Client** – Include members and positions
- **Background Information** – Responsibilities of organization
- **Methods** – How the information is acquired
- **Problem Statement** – State what is happening and then the result (why it matters).
 - State the problem
 - Quantify the impact (“resulting in” clause)
 - Identify what would be better in the future
 - Calculate the delta between the two
- **Current State**– State the actual state of performance
- **Future State** – State the desired state of performance
- **Delta** – State the change from current state to future state

Define Performance Gaps Without Bias

Below is an example of how to define a performance gap in a way that does not imply a solution.

Desired performance: On average, each associate will process 20 claims per day.

Current performance: On average, each associate processes 15 claims per day.

Performance Gap:

- **Caution (solution implied):** The workload is too high to allow associates to process the required number of claims per day.
- **Better (solution neutral):** There is a discrepancy of five claims per associate, per day.

Collecting the Data

Questions to ask:

- Describe your current business results, what measures of success do you monitor?
- What are your top five operational metrics?
- What activities are your employees engaged in that led to your current business results?
- What employee performances do you measure?
- Ideally, what should your business results look like?
- Describe what your business results would be if this were a perfect world.
- What activities would your employees need to be engaged in to achieve ideal business results?
- What leads you to believe there is an issue?
- If things were going right, what would the outcomes of this process be?
- How would employee performance look different with your desired outcomes were achieved?

Remember:

- Don't imply a solution
- Don't pass judgement
- Use like comparisons
- You cannot solve a problem that is not clearly defined

Examples

Potential Problems Include:

- There aren't enough customers
- Gross margins are too low
- Word of mouth is poor
- Hiring sufficiently talented people is too difficult
- Competition moved in next door
- Production quality is off

Example 1: Online gaming team members are losing many of their first person shooting matches **resulting in** elimination from competitive matches and loss of award money.

Actual State	Desired State	Delta
47% of matches won	80% of matches won	+33% of matches won

My Performance Gap Analysis

Client:

Glen Burnie High School Alumni Wall of Honor Committee is a committee that was established in 2007 to recognize outstanding alumni of Glen Burnie High School. The committee is made up of 8-12 members including alumni of Glen Burnie High School, school personnel, and community members.

Background Information:

It is the responsibility of the committee to once a year evaluate nominations of candidates for the Alumni Wall of Honor, and to organize and oversee the induction ceremony that takes place each fall. The committee is also responsible for planning activities to showcase the inductees to the student body. This has been done by introducing the inductees at the homecoming football game, and by having an inductee panel discussion for students the day after the induction ceremony.

Methods:

Ms. Huey is the non-voting liaison between Glen Burnie High School and the Glen Burnie Alumni Wall of Honor Committee, who I have been in contact with via face-to-face interactions, e-mail exchanges, and phone calls. She shared her concerns with me regarding the number of nominations that are currently being received, and that due to the dwindling number of nominees, no real criteria has ever been set for inductees. She stated there is no way to weight nominees from year to year to maintain consistency. Ms. Huey stated that there have been approximately 400 graduates from Glen Burnie High School each year since 1963, which means there are approximately 25,000 alumni who could be nominated. The only real criteria set at this time is that nominations must have graduated from the high school at least 10 years ago.

Problem Statement:

The Glen Burnie High School Alumni Wall of Honor Committee lacks public awareness, resulting in a small pool of nominations.

Actual (Current) State	Desired (Future) State	Delta
.005% of Glen Burnie High School Graduates are being nominated for the Glen Burnie High School Alumni Wall of Honor.	2% of Glen Burnie High School Graduates are being nominated for the Glen Burnie High School Alumni Wall of Honor.	A 1.995% increase of Glen Burnie High School Graduates are being nominated for the Glen Burnie High Alumni School Wall of Honor.

ROOT CAUSE ANALYSIS



Once a client presents a problem, and we confirm the problem, we need to determine its causes.

A **root cause analysis** is an analysis that highlights **ALL** factors that contribute to or cause a performance problem. It determines **why** the gap exists. It enables you to recommend solutions holistically, even if it does not involve a training solution.

Factors Influencing Performance

Use the following categories to explore all possible causes of a gap in employee performance. By asking questions similar to those provided, you will get responses that you can sort into the various factors.

<p>Physical Resources</p> <p><i>Examples:</i> Tools, materials, technology, equipment, improved lighting, adequate project budgets, supplies, and so forth.</p>	<p>Structure/Process</p> <p><i>Examples:</i> Logical reporting relationships, management support, quality inputs, logical steps to follow, realistic policies, a meaningful mission statement, and so forth.</p>	<p>Information</p> <p><i>Examples:</i> Feedback on your performance, clear standards, customer feedback, reliable data reference material, and so forth.</p>
<p>Knowledge</p> <p><i>Examples:</i> Training job aids, coaching, mentoring, on-the-job training, continuing education, and so forth.</p>	<p>Motives</p> <p><i>Examples:</i> Profit sharing, recognition, performance-based pay, bonuses, benefits, job security, prestige of position, opportunities for advancement, and so forth.</p>	<p>Wellness</p> <p><i>Examples:</i> Better health care system, marriage counseling, more physical exercise, more relaxation time, stress management, better dietary habits, and so forth.</p>

Adapted from Ethan S. Sanders and Sivasailam "Thiagi" Thiagarajan's Performance Intervention Maps.

Tips:

- Base analysis on performance problem statement
- Focus on current state of performance
- Focus on **causes**, not solutions
- Focus on *employee* performance: "Why are employees not performing as desired?"
- Be objective and neutral

Required Elements

- **Problem Statement** – From Performance Gap Analysis
- **Methods** – How the information is acquired
- **Factors Influencing Performance** – Include any and all Factors

Collecting the Data

- Interviews
- Surveys
- Focus Groups
- Observation

- Examination of documents/ reports

Questions to ask:

- How do performers know when they perform the task correctly or incorrectly?
- Are there consequences for poor performance?
- Do performers know how to perform the required activities?
- Do performers see benefits in performing the required activities?
- What resources are available to aid in proper performance?
- Is the workflow conducive to efficient performance?
- Have expectations for performance been set and clearly communicated?

Five-Why Technique:

Pose the identified performance gap as a question, then ask why up to five more times regarding each answer.

Example: “In the first quarter, sales were 10 percent under our goals.”

1. *Why don't sales associates reach their targets?* Because they don't follow the sales model.
2. *Why don't sales associates follow every step of the sales model?* Because they sometimes forget all of the steps.
3. *Why do they forget all of the steps?* Because they don't reference the job aid.
4. *Why don't they reference the job aid?* Because when interacting with customers it is awkward to pull it out.

My Root Cause Analysis

Problem Statement:

The Glen Burnie High School Alumni Wall of Honor Committee lacks public awareness, resulting in a small pool of nominations.

Methods:

Ms. Huey is the non-voting liaison between Glen Burnie High School and the Glen Burnie Alumni Wall of Honor Committee, who I have been in contact with via face-to-face interactions, e-mail exchanges, and phone calls again this week for the Root Cause Analysis. My findings from the interviews I had from Ms. Huey are organized into the categories below.

Factors that Influence Performance:

Resources:

- The Committee's budget comes from donations from outside resources, or from the Committee members themselves for the induction ceremony and panel.
- The Committee has a Facebook page that has 48 page “likes.”
- The Committee has put advertisements in the Sun and the Maryland Gazette.
- The family members of possible successful graduates have begun to pass away, so the number of in-person resources is declining.
- Glen Burnie High School faculty and staff have a high turnover rate, so there are not many teachers that are around to nominate previous students that they may still be in contact with.

Structure/ Process:

- The committee meets 5 times at most throughout the year, which is still extremely difficult for each member since they have full-time positions elsewhere. The committee meets in August before the induction ceremony, in November following the ceremony to discuss improvements for the ceremony and the panel, in January/ February to begin discussing how to get more nominations for that year, and finally they meet in May so they can vote on the

nominees. In 2015, the voting date needed to be moved back one month to allow for extra time to receive nominations.

- Many times the meetings are just a way for the members to sit and talk to each other, there is no real agenda or goal for any of the meetings.
- The committee has no real mission statement.
- The committee has no real criteria for voting in inductees. Their only scoring criteria is based on a 50-point system, and each Committee member looks at each nomination independently, and scores the nominees from zero to 50, with 50 being ideal. The voting is entirely subjective, so some people think one nomination is a 50, but others don't believe that the nominee is that impressive.
- Each Committee member has specific duties for the induction ceremony, such as contacting the inductees, writing the biographies for the inductees and getting them approved, creating the programs, and setting up the induction ceremony. Apart from the ceremony, there are not really any assigned duties for Committee Members, as most of the discussions and decisions are made at one of the five meetings per year.
- There is no widespread knowledge of what the Alumni Wall of Honor is, and many people are unaware that it is happening at all.
- There is also no widespread knowledge of the Alumni Wall of Honor Committee, so there are people who are looking to be part of it.

Information:

- There is no real data to monitor nominations. The data received from Ms. Huey was based on her memory.
- There is not enough information about the people who have graduated from Glen Burnie High School over the past 50 years. It is unclear where most graduates have relocated to.
- Committee members do meet to discuss improvements at their meeting in November, but the discussion on how to accumulate more nominees always falls short in January.
- Though many people who attend the induction ceremony seem to generally feel positive after the induction ceremony, no real feedback is gathered from inductees or anyone else involved in the Alumni Wall of Honor for improvements.

Knowledge:

- There has recently been a large turnover in committee members, so many of the members do not have the know-how that other's possessed.
- The chairperson for the committee is not the same each year.
- Ms. Huey has only been the liaison for the Alumni Wall of Honor for about four years. Previously, the liaison was a non-teaching business advisory board employee, whose duties consisted of the Alumni Wall of Honor. As a result, she had more contacts and more time to accumulate the data and resources that Ms. Huey does not have the know-how for, have access to, or the time to complete.
- While updates are posted on the Alumni Wall of Honor Facebook, the Facebook only has 48 "likes."

Motives:

- Committee members are all volunteers, so the only motivation is intrinsic since they want to help Glen Burnie High School and to help motivate the students.
- The Committee members do not get any real recognition for their efforts.
- The Alumni Wall of Honor is not widely known, so the effort that members put in often feels in vain.

Wellness:

- Since all Committee members have full-time positions elsewhere, it is unmanageable to do some of the work that could help improve the Alumni Wall of Honor.
- It is difficult for Ms. Huey to take on the amount of responsibilities that the previous liaison took on, since it is not her priority.

FRONT END ANALYSIS



Once a client presents a problem, we confirm the problem, and determined its causes, we need to recommend a solution.

A front end analysis includes all information from the performance gap analysis, and the root cause analysis, with the addition of recommendations for each factor influencing performance.

Tips:

- The front end analysis is a wholesale solution
- Address each root cause
- Highlight solutions, not problems
- Reach beyond what you think the client “will buy”
- Bring best performance improvement consulting

Note: Learning events are only appropriate recommendations if and only if the root cause analysis proves that the performance problem is due, in part, to a lack of knowledge or skill.

Required Elements

- Performance Problem Statement
- Performance Gap Analysis
- Root Cause Analysis
- Findings
- Recommendations

Example Findings

Physical

Finding: Computer systems are not powerful enough to run required reports pulled from the database.

Recommendation: Run disc defrags on all computers, upgrade to MS Excel 2007 and troubleshoot compatibility issues between vista and database.

Structure

Finding: Formula used to calculate individual goals does not consider many factors that contribute to performance.

Recommendation: Create a new formula that includes market conditions, tenure in position, past performance, and population per territory based on current census data.

Information

Finding: Level I, II, III, IV evaluations not included in position description or standard operating procedures or performance evaluation forms for trainers.

Recommendation: Revise job related documents.

Motives

Finding: Youth hockey league participants are only there since their parents make them.

Recommendation: Ask parents to sign a statement of intent and voluntary participation form.

Wellness

Finding: Multiple, competing deadlines and increasing normal workload is predicted for the first week of each quarter.

Recommendation: Offer flex time throughout the quarter so that employees can surge for an additional 20 hours in the first week.

Knowledge/ Skill

Finding: Many valet attendance do not know how to operate a manual transmission vehicle.

Recommendation: Provide training on operating manual transmission vehicles.

Recommendation: Update recruiting and hiring documents to eliminate applicants without this skill.

My Front End Analysis

In addition to my Performance Gap Analysis and my Root Cause Analysis, the following are the findings and recommendations which are the final part of the Front End Analysis.

Factor	Finding	Recommendation
Resources	The Committee's budget comes from donations from outside resources, or from the Committee members themselves for the induction ceremony and panel.	While it is not possible for the school board to allot a budget for the Committee, putting out donation buckets around the school at local businesses and other school events such as football games or theater functions could increase the number of donations. Members can also fundraise to raise more money.
Resources	The Committee has a Facebook page that has 48 page "likes."	In the social media age it is important to have every type of page possible. In addition to Facebook, the committee can create a Twitter page or even an Instagram account to increase awareness. It is also important that the Committee works closer with the Glen Burnie High School pages, since they receive more "hits."
Resources	The Committee has put advertisements in the Baltimore Sun (three years ago) and the Maryland Gazette, but still don't receive many nominations.	The Committee should continue to post advertisements in the local newspapers consistently, but begin to post advertisements in other locations such as WBALTV that have a great amount of hits per day.
Resources	The family members of possible successful graduates have begun to pass away, so the number of in-person resources is declining.	By getting information out to a broader amount of people via social media and other news sites, elderly family members will not be the only way to access possible nominees.
Resources	Glen Burnie High School faculty and staff have a high turnover rate, so there are not many teachers that are around to nominate previous students that they may still be in contact with.	As faculty and staff leave, provide them multiple nomination forms. Advise them to fill out the nomination form for students they have had whom they feel deserve to be honored on the wall of honor. If they have not had students who should be honored who have graduated 10 years or more ago, ask that they fill out a nomination form and submit it in the future. While it is not ideal, it is possible to receive a few more nominations in that way.
Structure/ Process	The committee meets 5 times at most throughout the year, which is still extremely difficult for each member since they have full-time positions elsewhere.	Members could use technology to meet informally so that further meetings can happen throughout the year. Google Hangouts or Skype meetings are plausible, but there would need to be a training on how to use them since some older members are not tech savvy. It also requires members to be online at the same time which could prove difficult. A second option would be to create forums or use social media to keep in contact.

Structure/ Process	Many times the meetings are just a way for the members to sit and talk to each other, there is no real agenda or goal for any of the meetings.	The Committee chairperson should create an agenda before the start of each meeting to ensure there is a purpose to the meeting, and goals are being met.
Structure/ Process	The committee has no real mission statement.	At the January meeting whose primary purpose is to discuss accumulating nominations for the following year, members should discuss what their purpose is as a committee, and write a formal mission statement.
Structure/ Process	The committee has no real criteria for voting in inductees. Their only scoring criteria is based on a 50-point system, and each Committee member looks at each nomination independently, and scores the nominees from zero to 50, with 50 being ideal. The voting is entirely subjective, so some people think one nomination is a 50, but others don't believe that the nominee is that impressive.	Committee members need to create a scoring rubric with criteria that is not subjective on it to fairly score each nominee. The scoring rubric can still be based on a 50-point system, but should include items on it that are non-negotiable for nominees to be inducted to the Wall of Honor.
Structure/ Process	Each Committee member has specific duties for the induction ceremony, such as contacting the inductees, writing the biographies for the inductees and getting them approved, creating the programs, and setting up the induction ceremony. Apart from the ceremony, there are not really any assigned duties for Committee Members, as most of the discussions and decisions are made at one of the five meetings per year.	Each committee member should share their part of the committee so that other members are not overwhelmed with duties and the year runs smoothly. It is suggested that members sit down at a future meeting and create a list of items that must be completed throughout the year with clear expectations. The duties can be delegated by the chairperson.
Structure/ Process	<ul style="list-style-type: none"> • There is no widespread knowledge of what the Alumni Wall of Honor is, and many people are unaware that it is happening at all. • There is also no widespread knowledge of the Alumni Wall of Honor Committee, so there are people who are looking to be part of it. 	With the help of social media, newspapers and news sites, the Alumni Wall of Honor should be better represented. Glen Burnie High School also has a signature program whose mission is public service. Since one key element to inductees who are on the Alumni Wall of Honor is public service, the Wall of Honor Committee can work directly with the signature program to get the word out. Also, I think it is important that students are also advocating for the Alumni Wall of Honor since they could be on it one day, so one or two students could be part of the committee itself, or just help get the word out about the Alumni Wall of Honor. Finally, speaking about the Alumni Wall of Honor at multiple school events will help broadcast it.
Information	There is no real data to monitor nominations. The data received from Ms. Huey was based on her memory.	As part of a committee members' duties, an excel file should be created to monitor data from year to year.
Information	There is not enough information about the people who have graduated from Glen Burnie High School over the past 50 years. It is unclear where most graduates have relocated to.	For current students, have them fill out a form (perhaps with Google Forms) that has information about where they are currently living, where they are going to school, and other important contact information so that it can be saved into a database. The same form can be posted to social media sites for Glen Burnie Alumni to fill in. While it is still voluntary, there is not currently a database formed for that information, so it is likely there will be more contact information than it currently available.

Information	Committee members do meet to discuss improvements at their meeting in November, but the discussion on how to accumulate more nominees always falls short in January.	By having a clear agenda that is created by the chair person (as noted in recommendations above), the meeting will be more focused on accumulating more nominations.
Information	Though many people who attend the induction ceremony seem to generally feel positive after the induction ceremony, no real feedback is gathered from inductees or anyone else involved in the Alumni Wall of Honor for improvements.	Have attendees and inductees fill out a survey as they leave the induction ceremony. The survey can be paper-based or technology based to reach the most amount of people. A QR code can be provided for attendees who have smartphones so that the survey is easily accessed.
Knowledge	There has recently been a large turnover in committee members, so many of the members do not have the know-how that others possessed.	A training and job aid should be developed so that current members and future members have access to information and where to find it.
Knowledge	The chairperson for the committee is not the same each year.	It is advised that the chairperson stays the same yearly. If that is not possible, a job aid should be created with the duties that the chair person has and should be completing so that each person has access to the information when they take on the role.
Knowledge	Ms. Huey has only been the liaison for the Alumni Wall of Honor for about four years. Previously, the liaison was a non-teaching business advisory board employee, whose duties consisted of the Alumni Wall of Honor. As a result, she had more contacts and more time to accumulate the data and resources that Ms. Huey does not have the know-how for, have access to, or the time to complete.	It is suggested that a one-on-one training is done with Ms. Huey to make her aware of the resources that she has. It is also advised that her duties be split up amongst other committee members, which would require training for each member.
Knowledge	While updates are posted on the Alumni Wall of Honor Facebook, the Facebook only has 48 “likes.”	In addition to a resource problem, I believe this is also a knowledge problem. If members are unaware of how to post on social media successfully, it is improbable that the word will get out about the Alumni Wall of Honor. A training on the types of social media and how to use it may prove successful.
Motives	<ul style="list-style-type: none"> • Committee members are all volunteers, so the only motivation is intrinsic since they want to help Glen Burnie High School and to help motivate the students. • The Committee members do not get any real recognition for their efforts. • The Alumni Wall of Honor is not widely known, so the effort that members put in often feels in vain. 	Use donations that are given to create certificates or awards for committee members throughout the year to increase the amount of recognition they receive. Also, use social media to post recognition so that members do not feel their efforts are in vain.
Wellness	<ul style="list-style-type: none"> • Since all Committee members have full-time positions elsewhere, it is unmanageable to do some of the work that could help improve the Alumni Wall of Honor. • It is difficult for Ms. Huey to take on the amount of responsibilities that the previous liaison took on, since it is not her priority. 	By delegating more duties throughout the committee (as noted in above recommendations), it will help members feel less stressed about the amount of work they need to do. Also, by having more informal meetings via Google Hangouts or via forums/ social media (also noted above), members can accomplish more.

TRAINING NEEDS ANALYSIS



A training needs analysis is the analysis of specific knowledge and skills that are required to close a performance gap.

It is only necessary to proceed to a training needs analysis if one of the root causes of an existing performance gap stems from a lack of **knowledge and or skill**.

Note:

- The training needs analysis is the legacy piece for the development and delivery team.
- The training needs analysis is the foundation of a design plan.
- The training needs analysis is a catalog of granular level detail required to support a detail-driven curriculum.

When do I conduct a Training Needs Analysis?

Only when a root cause analysis points to a lack of knowledge, and the front end analysis recommends a learning solution.

Why conduct a Training Needs Analysis?

The recommended learning solution targets the critical knowledge and skills required to close a performance gap.

How do I conduct a Training Needs Analysis?

- Plan a research agenda by identifying:
 - The data you want. (input)
 - Where you will find the data? (source)
 - How will you extract the data? (methods)
- Know when to stop!

Required Elements

- **Performance Problem Statement**
- **Conclusions from Front End Analysis**
- **Analysis Plan**
 - Input: Type of analysis
 - Purpose: How will this help me develop a training?
 - Method: Interviews, surveys, focus groups, observations, examination of documents/ reports/ records
- **Instruments** – Include the input, what the questions focused on, and why.
- **Data Collection Summary** – Responses to all instruments
- **Findings** – Based on data collection summary, what are the problems at hand?
- **Recommendations** – How should the problems be rectified?

My Training Needs Analysis

Problem Statement:

The Glen Burnie High School Alumni Wall of Honor Committee lacks public awareness, resulting in a small pool of nominations.

Conclusions from Front End Analysis:

Though the Alumni Wall of Honor Committee is small, the front end analysis showed a great deal of factors that are influencing their performance. Factors came from the categories of resources, structure/process, information, knowledge, motives, and wellness. A great deal of recommendations were provided to remedy those factors, and will be given to the client.

A few of the findings affecting performance could be remedied by training, such as social media use training to help increase Facebook page “likes” that will help to increase awareness about the Alumni Wall of Honor.

A training needs analysis was conducted to help identify the knowledge and skills that members feel they lack to successfully accumulate a larger pool of nominations. Two methods were used to collect data.

Analysis Plan:

Input	Purpose	Method
Interview with School Liaison	Determine the technology skills that the committee lacks.	Interview
Committee survey	Assess where current committee members are regarding technology, advertising, and time.	Online Survey

Instruments:

Interview with School Liaison

A face-to-face interview was held with the School Liaison for the Alumni Committee.

The interview with the school liaison focused on the following questions:

Questions included:

1. What knowledge and skills do members lack to accumulate nominations?
2. What barriers are there to finding nominees?
3. What types of training do you feel would be most helpful to you to help accumulate nominations?

Committee Survey

After the conclusion of the face-to-face interview, a survey was created that addresses a few things that were talked about during the interview. The survey was created using “SurveyMonkey,” and the link was e-mailed out to the Committee members. A Likert scale was used on the first question, which had 5 parts. The scale ranged from (1) Not at all, to (5) Extremely. The second question contained four parts, also measured on a Likert scale that ranged from (1) None, to (5) Extreme.

The survey covered topics including but not limited to technology, advertising, and time. Questions included:

Question 1:

1. In a typical week, how likely are you to post to Facebook?
2. In a typical week, how likely are you to post to Twitter?
3. I know how to use publishing software to create fliers/ brochures/ awards, etc.
4. I know how to contact the Glen Burnie High School Web Administrator.
5. I know how to update the GBHS Alumni Wall of Honor Facebook Page.

Question 2:

1. How much experience do you have creating editable forms such as a PDF or Google Form?
2. How much experience do you have working with a website designer or administrator or creating a website?
3. How much experience do you have in advertising?
4. How much time do you have to dedicate to the GBHS Alumni Wall of Honor Committee?

Question 3: What do you feel is preventing the accumulation of nominations for the GBHS Alumni Wall of Honor?

Question 4: What do you need to know to accumulate more nominations for the GBHS Alumni Wall of Honor?

Data Collection Summary:*Interview with School Liaison*

1. What knowledge and skills do members lack to accumulate nominations?
 - Types of social media, and how to better use them (or use them at all).
 - Using other technology to get the word out, such as Desktop Publisher to create brochures or fliers.
2. What barriers are there to finding nominees?
 - People don't know that the Alumni Wall of Honor exists.
 - People can't nominate themselves, so finding people that know them who are willing to fill out the paperwork is difficult.
3. What types of training do you feel would be most helpful to you to help accumulate nominations?
 - Training on Social Media
 - Training on Publishing Software

Committee Survey

The average responses are given below:

Question 1:

1. In a typical week, how likely are you to post to Facebook? – 1.875
2. In a typical week, how likely are you to post to Twitter? – 1
3. I know how to use publishing software to create fliers/ brochures/ awards, etc.- 2.25
4. I know how to contact the Glen Burnie High School Web Administrator. – 1
5. I know how to update the GBHS Alumni Wall of Honor Facebook Page. – 1.5

Question 2:

1. How much experience do you have creating editable forms such as a PDF or Google Form? – 2.5
2. How much experience do you have working with a website designer or administrator or creating a website? – 1
3. How much experience do you have in advertising? – 1.5
4. How much time do you have to dedicate to the GBHS Alumni Wall of Honor Committee? – 2.875

Question 3: What do you feel is preventing the accumulation of nominations for the GBHS Alumni Wall of Honor?

- The general consensus is that the community does not know about the Wall of Honor, and that members are unsure of how to get the word out.

Question 4: What do you need to know to accumulate more nominations for the GBHS Alumni Wall of Honor?

- The general consensus was that committee members need more tools to help get the word out to the community and public in general.

Findings:

Through both the face-to face interview with the School Liaison and the online survey for Committee Members, it is clear that all members feel that the public is not aware that there is even an Alumni Wall of Honor in the first place. Public awareness seems to be the overall concern for the Committee.

It is also clear that committee members are not very familiar with social media such as Facebook or Twitter as the results stated that members are only slightly aware of how to post to the sites or update the Alumni Wall of Honor Facebook page. Since the Wall of Honor highlights successful Alumni that have graduated at least ten years ago, it is likely that the Alumni and their families have moved from their home town, and are unaware that the Alumni Wall of Honor even exists. Having a firmer knowledge base on how to use social media sites would help get the word out more than local newspapers that the Committee has already tried.

It is also apparent that many members are not clear on how to use publishing software, based on the average that is moderate at best. Having the ability to create certificates, brochures, and fliers on their own can cut down on budget costs and help get the word out during community events.

Though some members have created editable forms such as PDFs or Google Forms, their knowledge was moderate at best. An editable form could cut down on the amount of time it takes for people to complete the nomination form, and could also cut down on the amount of time it takes members to rate the nominees.

Overall, it seems that committee members only have a moderate amount of time to dedicate to the Alumni Wall of Honor Committee, so finding ways to increase public awareness in the least amount of time possible, and also to cut down on the amount of time to rate nominees would be optimal.

Recommendations:

Based on the findings of the collected data, it is suggested that a two-part training be conducted.

The first part would focus on types of social media and the most efficient way to use them to get the word out about the Alumni Wall of Honor.

The second training would be on publishing software such as Microsoft Word and/or Desktop Publisher, and on creating editable PDFs or Google Forms.

DESIGN PLAN



A design plan is the blueprint for a learning event in response to a training needs analysis. It contains mission critical specifications for development. It is the connective tissue between analysis and development.

Required Elements

- **Rationale** – Stems from the performance problem statement. What is the purpose for the training?
- **Target Population** – Stems from the front end analysis. Who exactly is the training being designed for? Be specific.
- **Course Description** – Stems from the training needs analysis. What is the training targeting? Are there multiple modules? What does each module include? How long is the training?
- **Terminal/ Enabling objectives** – Stems from the training needs analysis
 - Objectives should be SMART – Specific, measurable, achievable, realistic, and time-based.
 - Terminal Objectives should be in the A-B-C-D format:
 - A- Audience – include the program or course title
 - B- Behavior – must be observable and measurable, and begins with: “should be able to,” “will be able to,” “is required to.” Use verbs such as create, list, write, construct, etc.
 - C- Condition – context of the learning environment, and the evaluation for the learning event
 - D- Degree – examples include, “until completed without error,” “at least five times during a practice session,” “by offering an opinion,” etc.
 - Objectives are not goals
 - Enabling objectives are the supporting behaviors that build to the terminal objective
- **Evaluation Strategy** – Use Kirkpatrick’s four levels of evaluation
 - Level 1: Reaction – Participant reaction to training. Includes questions regarding time spent, preparedness, classroom climate, etc. Usually administered as a survey before participants leave the training.
 - Level 2: Learning – Tied to objectives. Could be a quiz, or some sort of more formal assessment.
 - Level 3: Behavior – Did the training stick? Can use observations, surveys, data, etc.
 - Level 4: Results – Did you get to the desired state of performance? Was the training useful? Again, surveys, observations, and data can be used to obtain that information.
- **Participant and Facilitator Pre-Requisites** – What do participants and facilitators of the training need to know to be successful in the training? Be specific.
- **Deliverables** – Tangible items that will be delivered such as draft materials, evaluation forms, reports, software, etc.

My Design Plan

Rationale:

The Glen Burnie High School Alumni Wall of Honor Committee was established in 2007 to recognize outstanding alumni of Glen Burnie High School. The committee is made up of 8-12 members including alumni of Glen Burnie High School, school personnel, and community members.

The high school houses an average of 2000 students who are extremely diverse, and who are of low socioeconomic status. As a result, the Committee was formed to help motivate the student population by honoring alumni who have graduated at least ten years ago to show that every student has the opportunity and the ability to become upstanding members of society regardless of where they came from.

It is the responsibility of the committee to once a year evaluate nominations of candidates for the Alumni Wall of Honor, and to organize and oversee the induction ceremony that takes place each fall. The committee is also responsible for planning activities to

showcase the inductees to the student body. This has been done by introducing the inductees at the homecoming football game, and by having an inductee panel discussion for students the day after the induction ceremony.

While the Wall of Honor is a physical wall within Glen Burnie High School, it is not widely known throughout the school or the community. Without public awareness, the Committee does not receive many nominations. In the past, Committee members posted ads in newspapers, but with a change in members, communication about the Wall of Honor has reached a minimum.

Their Facebook page has a mere 48 “page likes,” and most current members of the Committee are unaware of how to use Facebook, or even access their page in the first place. In fact, their Facebook page has not been updated since 2013. The school website does not make it simple to find their page, and the page is also outdated without current working links. While the Committee will take recommendations electronically, there is no simple way to submit them electronically.

The Front End Analysis and Training Needs Analysis that were conducted indicate that current Committee members lack skills in using social media, and technology in general such as creating editable forms or creating fliers or brochures, which are relevant to advertise the Wall of Honor. This training solution has been created to increase the number of nominations for the Alumni Wall of Honor.

The target population for this course are the members in the Glen Burnie High School Alumni Wall of Honor Committee.

Committee members will find this training useful, as it can be implemented same day to help advertise the Alumni Wall of Honor.

The training is offered in one-hour modules that can be implemented at the Committee’s meetings that happen semi-annually.

Course facilitators will be provided with all necessary materials and handouts, the draft design plan, computer-based slides, and will be required to demonstrate their ability to utilize each piece of technology prior to implementation.

Target Population:

The target population for this course includes all Glen Burnie High School Alumni Wall of Honor Committee members. The committee is made up of 8-12 members including alumni of Glen Burnie High School, school personnel, and community members. The committee is completely voluntary, so each member is not required to participate.

Each member has a full-time job or obligation outside of the Alumni Wall of Honor Committee, so the time most members have to devote to the Committee is limited. As a result, it is suggested that the training occurs during the semi-annual meetings instead of creating additional training dates.

Members vary from the ages of 30 to 75, but most members are in the upper range. As a result, hearing and eyesight problems may occur.

Education of members varies from a high school diploma to Masters Degrees, some with additional credits outside of a Masters.

Members are not extremely tech-savvy, and will need support utilizing computers. Some need help logging into a computer and accessing e-mail, but most need help with word-processing programs and social media.

Course Description:

- Training length: The course will be a five-hour training that is split into five 60-minute modules that can be implemented at the Wall of Honor Committee meetings that are already occurring on regular basis.
- Class size: Ideally, the training will contain all 8-10 members of the Committee. If more members begin to join, the maximum amount of members taking the training at one time is 15.
- Instructional methods: Methods such as class discussion, lecture, and peer-to-peer discussion will be implemented. It is important to use in-person methods, since many members are not tech savvy.
- Distribution Method: The training will be technology enhanced, in person.

- Room Set-up: The room should be ADA compliant in a computer lab that has access to laptops or desktop computers. It is also acceptable to use a conference room as long as there are access to laptops.
- Materials: Participant handouts
- AV Requirements
 - Facilitator computer, internet enabled, connected to overhead projector with internet browsers that allow access to social media sites and blogging sites, and has access to Microsoft Word, Excel, and Publisher, and Google Forms.
 - 15 Laptops or desktop computers that also has internet browsers that allow access to social media sites and blogging sites, and has access to Microsoft Word, Excel, and Publisher, and Google Forms.
 - Computer Speakers
- Course Modules:
 1. Facebook and Twitter:
 2. Intro to Microsoft Word/ Excel
 3. Intro to Microsoft Publisher
 4. Google Forms
 5. Word Press

As already mentioned, the trainings will be introductions, and will occur during already occurring meetings so that participants do not need to schedule trainings on their own time due to other obligations and busy schedules.

The training should provide Glen Burnie High School Alumni Wall of Honor Committee members with enough knowledge and tools to increase community awareness about the Wall of Honor. By posting on social media sites, creating fliers and brochures, making it easier for potential nominees to submit their nomination forms, and by having their own informational site that is easy to update, the Committee should become more well-known.

Course Objectives:

Module 1: Facebook and Twitter

Terminal Objective: Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, and browser software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to create and post updates on a Facebook and Twitter page until completed without error.

Enabling Objectives:

1. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, and browser software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to create a Facebook page and edit personal information including uploading a personal picture until completed without error.
2. Given handouts, class discussion, lecture, a created Facebook page, and a working laptop or desktop computer with access to the internet, and browser software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to edit security and privacy settings until completed without error.
3. Given handouts, class discussion, lecture, a created Facebook page, and a working laptop or desktop computer with access to the internet, and browser software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to make a post until completed without error.
4. Given handouts, class discussion, lecture, a created Facebook page, and a working laptop or desktop computer with access to the internet, and browser software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to like, comment on a pre-existing post, and share a pre-existing post until completed without error.
5. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, and browser software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to create a Twitter page and edit personal information including uploading a personal picture until completed without error.
6. Given handouts, class discussion, lecture, Twitter account, and a working laptop or desktop computer with access to the internet, and browser software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to create a Tweet, also containing a short URL until completed without error.

7. Given handouts, class discussion, lecture, Twitter account, and a working laptop or desktop computer with access to the internet, and browser software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able share a tweet (retweet) until completed without error.

Module 2: Intro to Microsoft Word/ Excel

Terminal Objective: Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, and Microsoft Word and Excel software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to create a document that contains a header, footer, numbered lists, revisions, edited margins, text boxes, shapes, images with text wrapping, and insert tables until completed without error.

Enabling Objectives:

1. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, and Microsoft Word and Excel software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to open a new document until completed without error.
2. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, Microsoft Word and Excel software, and a new document the Glen Burnie High School Alumni Wall of Honor Committee member should be able to configure text including type, size, and alignment, edit the margins, include bulleted lists, and add a header and footer to the document until completed without error.
3. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, Microsoft Word and Excel software, and a new document the Glen Burnie High School Alumni Wall of Honor Committee member should be able to create a text box with text inside, and insert a shape or photo into a document and edit its text wrapping until completed without error.
4. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, Microsoft Word and Excel software, and a new document the Glen Burnie High School Alumni Wall of Honor Committee member should be able to create and insert a data table until completed without error.
5. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, Microsoft Word and Excel software, and document the Glen Burnie High School Alumni Wall of Honor Committee member should be able to make revisions and track changes until completed without error.

Module 3: Intro to Microsoft Publisher

Terminal Objective: Given handouts, small group discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, and Microsoft Word, Excel, and Publisher software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to create an informational brochure or flier until completed without error.

Enabling Objectives:

1. Given handouts, small group discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, and Microsoft Word, Excel, and Publisher software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to open a new Publisher document until completed without error.
2. Given handouts, small group discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, Microsoft Word, Excel, and Publisher software, and a new Publisher document, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to change the orientation, margins, and text size and type on a document until completed without error.
3. Given handouts, small group discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, Microsoft Word, Excel, and Publisher software, and a new Publisher document, the Glen Burnie High

School Alumni Wall of Honor Committee member should be able to create and link multiple text boxes with text inside until completed without error.

4. Given handouts, small group discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, Microsoft Word, Excel, and Publisher software, and a new Publisher document, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to insert shapes and pictures until completed without error.

Module 4: Google Forms

Terminal Objective 1: Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, and a Google account, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to create, edit, and read the data from a Google Form until completed without error.

Enabling Objectives:

1. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, and a Google account, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to create a Google Form that contains at least 5 fields until completed without error.
2. Given handouts, class discussion, lecture, a created Google Form, and a working laptop or desktop computer with access to the internet, browser software, and a Google account, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to add and delete information from a field in the already created Google Form until completed without error.
3. Given handouts, class discussion, lecture, , a created Google Form, and a working laptop or desktop computer with access to the internet, browser software, and a Google account, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to sort data based on the given fields in a Google Form until completed without error.

Module 5: Word Press

Terminal Objective: Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, and browser software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to create a working Word Press site until completed without error.

Enabling Objectives:

1. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to create a Word Press account until completed without error.
2. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, and Word Press templates, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to design a word press site until completed without error.
3. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, and their Word Press site, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to make and edit a blog post until completed without error.
4. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, and their Word Press site, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to like and comment on a pre-existing blog post until completed without error.
5. Given handouts, class discussion, lecture, and a working laptop or desktop computer with access to the internet, browser software, and their Word Press site, the Glen Burnie High School Alumni Wall of Honor Committee member should be able to add other user accounts to the existing Word Press Site, and assign them roles until completed without error.

Evaluation Strategy

Level 1 Evaluation: A level 1 evaluation will be conducted immediately at the conclusion of each module. The evaluation will be administered using a “survey monkey” survey, which will measure participant reactions to the instructional methods, the environment, and the class as a whole.

Level 2 Evaluation: Multiple level 2 evaluations will be conducted throughout all modules, including peer-to-peer evaluation and facilitator observations. A brief evaluation will happen at the conclusion of each module:

Module 1: Each participant should create and edit a post on the Glen Burnie High School Alumni Wall of Honor Facebook and Twitter page.

Module 2: Each participant should create a certificate of completion.

Module 3: Each participant should create a template for a brochure or flier for the Glen Burnie High School Alumni Wall of Honor.

Module 4: Each participant should create and edit a Google Form.

Module 5: Each participant should create and edit a post on the Glen Burnie High School Alumni Wall of Honor Word Press site.

Level 3 Evaluation: Participants will demonstrate mastery of the modules by continuing to create brochures and fliers for the Alumni Wall of Honor. They will also demonstrate mastery by continuing to update Facebook, Twitter, and the Word Press site.

Level 4 Evaluation: The number of nominations to the Glen Burnie High School Alumni Wall of Honor will be tracked for the year following the conclusion of the training. Data will be reviewed at a meeting to see if efforts were successful.

Participant Prerequisites

Participants must be a member of the Glen Burnie High School Wall of Honor Committee. Participants should have at least some interest in technology, and how to use it to benefit them in both the Committee, and outside of the committee.

Participants must be able to use computer keyboards, computer mice, log in to a computer, open and search in an internet browser, open programs such as Microsoft Word, Excel, and Publisher, and operate e-mail all with minimal help from the facilitator.

Participants must be willing to create their own Facebook and Twitter page, and Word Press site, and “like” or follow other pages.

Facilitator Prerequisites

Facilitators of the trainings should be experienced in using Facebook, Twitter, Microsoft Word, Excel and Publisher, Google Forms, and Word Press sites. Facilitators should be friendly, patient, and eager to work with all participants, especially the participants who are not as tech savvy. Facilitators should have the ability to answer questions and concerns from participants regarding privacy and security with regards to social media and networking. It is important that facilitators can troubleshoot the following with limited assistance from an IT department:

- Computer keyboards and computer mice
- E-mail
- Microsoft Word, Excel, and Publisher
- Internet browsers
- Projectors and set the computers up so they project images to a screen

Deliverables

- Design plan
- Facilitator Guide
- Level 1 Evaluation
- Participant handouts

EVALUATION INSTRUMENTS

i Evaluation Instruments are the key to determining if a training is successful at achieving the desired state of performance as outlined in the performance gap analysis. Kirkpatrick's four levels of evaluation are most commonly used.

Required Elements

- **Level I Evaluation – Reaction**
 - Collected at the individual level
 - Collected during a learning event
 - Primary purpose is customer satisfaction
 - Use of smile sheets, Likert scales, and surveys
 - Immediate quality control data
- **Level II Evaluation – Learning**
 - Collected at the individual level (between current and desired state)
 - Collected during a learning event
 - Primary purpose whether participants are meeting the course objectives
 - Use of quizzes or performance tests
- **Level III Evaluation – Behavior**
 - Collected at the individual level
 - Collected after a learning event
 - Primary purpose whether participants are transferring their learning
 - Use of audits, observations, quizzes, or surveys
 - Measures the degree to which behavior changed as result of new knowledge or skill
- **Level IV Evaluation – Results**
 - Collected at the organizational level
 - Collected after a learning event
 - Primary purpose whether the organization's "desired" or "future" state was achieved
 - Use of audits, observations, quizzes, or surveys
 - Measures the return on the investment in training

My Evaluation Instruments

Level One Evaluation: Reaction

After each module has concluded, and before leaving the training site, participants should complete the “SurveyMonkey” survey to measure their reactions to the training. A link to the survey is below:

<https://www.surveymonkey.com/r/FVHVJKC>

Level Two Evaluation: Learning

Upon the completion of each module, participants will need to show their understanding of the training material in different ways.

- *Module 1:* Since the first module focuses on how to create and use a Facebook and Twitter page, participants can show their understanding by creating and editing a post on the Glen Burnie High School Alumni Wall of Honor Facebook and Twitter page.
- *Module 2:* One of the assignments that Ms. Huey needed complete, as noted in my Root Cause Analysis, was a certificate of completion. In order for participants to show their understanding of using Microsoft Word, participants should create their own certificate of completion of the training module. The certificate should include text boxes, a graphic of some sort, appropriately sized margins, at least two types of font, and must be creative.
- *Module 3:* Creating a full brochure or flier takes a lot of time, so to show understanding of how to utilize Microsoft Publisher, participants should create a template for a brochure or flier for the Glen Burnie High School Alumni Wall of Honor. The template should include appropriate margins, appropriate text size and type, multiple text boxes that are linked, and should include an image at the bare minimum. It is assumed that these templates can be modified and used around the community in the future.
- *Module 4:* Google forms can allow the Committee members to accumulate important information about alumni. By putting a form out onto a Facebook page, it is possible that they can get more information about alumni, and the nomination form can also be converted to a Google form to make things easier. To show understanding, participants should create a basic Google Form that asks for information such as name, birth date, graduation date, etc.
- *Module 5:* Since participants are not proficient in creating and running their own external website, a website such and Word Press can help them update information easily with a professional looking webpage that can be linked on the Glen Burnie High School website. To show understanding, each participant should create and edit a post on the Glen Burnie High School Alumni Wall of Honor Word Press site.

Level Three Evaluation: Behavior

Within six months of the completed training, the Glen Burnie Alumni Wall of Honor Committee can demonstrate mastery by Monitoring page likes on Facebook, and followers on Twitter. Since they started with only 48 page likes on Facebook, it is reasonable that they should have increased by at least 50 page likes within 6 months. Members will also demonstrate mastery by continuing to create and hand out brochures and fliers to gain awareness of the Wall of Honor. Finally, continued Word Press posts with updated information will also demonstrate mastery.

Level Four Evaluation: Results

The front end analysis yielded the following current and desired state:

Actual (Current) State	Desired (Future) State	Delta
.005% of Glen Burnie High School Graduates are being nominated for the Glen Burnie High School Alumni Wall of Honor.	2% of Glen Burnie High School Graduates are being nominated for the Glen Burnie High School Alumni Wall of Honor.	A 1.995% increase of Glen Burnie High School Graduates are being nominated for the Glen Burnie High Alumni School Wall of Honor.

To ensure that the training yielded results, for the level four evaluation, the number of nominations to the Glen Burnie High School Alumni Wall of Honor will be tracked for the year following the conclusion of the training. At the meeting closest to the conclusion of the year, Committee members should review the data, and at that time members should see an increase of nominations.