TEAMS Outreach Center

Early Alert System Project Proposal

Prepared by: Brandon Jackson, Danielle Churchill, Virginia Billings, Jill Peng, and Michael Riccio

Table of Contents

Analysis Summary

Meet the Design Team 2

Client Introduction 3.

Performance Assessment 4.

Purpose Statement/Goals 6.

Learner Analysis 7.

Delivery Systems 9

Project Plan 13

Endorsement Page 15

Design Brief

Goal Analysis 17

Performance Objectives 20

Testing Methods 21

Development Summary

Instructional Strategies (lesson plans) 25

Information Guide 30

Formative Evaluation 40.

Table of Contents

Implementation Strategy

Facilitator Plan 33

Learner Plan 34

Trainer-the-Trainer Topics 35.

Evaluation Plan

Level 1 Evaluation Plan: Perception 37

Level 2 Evaluation Plan: Learning 38

Level 3 Evaluation Plan: Performance 39.

Level 4 Evaluation Plan: Impact 40

Analysis Summary

The Branch Design Team

Meet our amazing team!

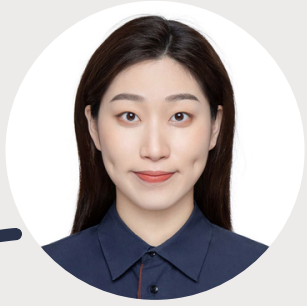
The Branch Design Team consists of instructional design specialists from diverse backgrounds in education and public administration. Our team combines instructional design principles with our extensive experience in program and curriculum management to create unique instructional solutions.

Our goal for every project is to close performance gaps by developing comprehensive instructional systems. We look forward to working with you.

Virginia Billings
virginia.billings1@uga.edu

Danielle Churchill
dchurchill@uga.edu

Brandon Jackson, Project Manager
bjack610@uga.edu



Jill Peng
xpeng5130@uga.edu

Michael Riccio
mariccio@uga.edu

TEAMS Outreach Center

The TEAMS Outreach Center (TOC) provides early intervention assistance to at-risk students at Central Georgia Technical College. TOC connects students with institutional and community resources that can prevent them from falling behind or dropping out due to poor circumstances. The center enlists the help of functional team members (FTMs) to contact students that are identified (or self-identify) as experiencing a barrier to their academic success. Our client, Rachael Landers, P.H. D., is the Student Navigator of Institutional Effectiveness Division and provide oversight to the TEAMS Associate and FTM staff who help with the referral of services.

Request for Instructional Design

Dr. Landers has requested a review of the early alert process due to a lack of engagment with the center's resources. Students and FTMs often remark that they were unaware of the breadth of services/resources available through TOC. The concern is two-fold: 1. FTMs are unaware of the resources and therefore not able to make recommendations and 2. The resources are not accessible to students who are doing their own research. In this plan, our team will propose ways to close the gap and best connect students to the services/resources of TOC.

The Performance Assessment

Actual Performance	Desired Performance	Primary Cause	% of Performance Gap
FTMs have low awareness of TOC Resources	FTMs have comprehensive knowledge of availabe TOC resources	Lack of skill to locate resources and lack of knowledge of resources	45%.
FTMs are not engaging with self-paced training	FTMs actively engage in learning about the TOC resources	The cognitive load required to complete the learning material	30%.
FTMs struggle to synthesize student information to make proper recommendations	FTMs use student info in Banner to match students with proper resources	Training gap of FTMs practicing authentic scenarios before advising students	15%.
Students are not aware of or not able to find resources when they are in need	TOC Resources be easy to access and have user-friendly navigation	Clunky website layout.	10%.
		Total	100%

Performance Gap

During our research, our team assessed the gap between the clients desired performance and the actual performance. We surmised that a large percentage of the gap can be attributed to the FTMs lack of knowledge and skill around navigating TOC online resources. Upon review of the current training material, we uncovered that FTMs have limited exposure to TOC online resources prior to starting student outreach. We would like to propose a new FTM training strategy as a solution to lack of engagement with TOC resources. Please see next page for a potential purpose statement and goals for this training design.

Purpose Statement & Goals

Purpose Statement: This training program will be designed to improve FTM knowledge and skills around TOC resources.

Knowledge Goal:
FTMs will recall how to independently locate student resources

Application Goal:
FTMs will practice recommending relevant resources to students

Synthesis Goal:
FTMs will develop strategies for guiding students through TOC resources

Comprehension Goal:
FTMs will be able to summarize relevant TOC resources

Analysis Goal:
FTMs will examine solutions to common student barriers

Evaluation Goal:
FTMs will assess how well a resource addresses the student need

Learner Analysis

Our team conducted a review of the FTM population to create a learner profile. Creating this profile allowed us to make recommendations that fit the needs of the potential learner. We found that the FTMs at CGTC vary by both location and biographical make-up; they would need a training that could accommodate this. Additionally, as adult learners and full-time professionals, we know the learners will be motivated by emphasizing the relevancy of the learning content

Therefore, we recommend a navigation-friendly elearning module for the instructional delivery system. . We recommend using a slide-based software tool that provides interactivity for the learner. Adult learners retain information better during active learning over passive learning (reading static slides). Also, we recommend including opportunities for "real-world" practice and feedback to strengthen the learner's retention of the information. This also helps the FTM to see how the information will be applicable. Please refer to the learner analysis chart on the next page.

LEARNER ANALYSIS

FTMS AT CGTC

NUMBERS

60 FTMs total
(Level 1= 45. Level 2 = 15)

45 new trainees/yr
(Level 1= 30. Level 2=15)

CHARACTERISTICS

Between 21-65 years of age

Speak English, Spanish, & Hindi

13% male | 87% female

LOCATION

Spread across 11-county service area in Central Georgia

EXPERIENCE

Varying levels of experience in student support roles

ATTITUDE

Candidates are selected because of displayed interest in helping students

RELATED SKILLS

Ability to work with students

Administrative skills in higher ed

Delivery Systems

The Branch Design team has outlined two proposed delivery systems for your review. Both systems involve our previous recommendation of using a slide-based tool to create an interactive elearning module. We have included our preferred tools with cost estimates. Each delivery system also has a cost estimate that could vary based on your institutions access to the required resources (also listed). Our delivery system recommendations were designed with flexibility as to be customizable for CGTC's needs.

Delivery System 1

Self-paced FTM training

A link to a self-paced, interactive slidedeck training module will be sent to FTMs via email. Trainees will complete the modules and assessments. Senior FTM2s can assist TOC team in reviewing and evaluating FTM training assessments. This will allow trainees to receive feedback on their practice scenarios.You could also work with an instructional designer to develop an instructionally-sound module.

Estimated Costs

Software Tool (Peardeck, Nearpod):
$200/yr

Instructional Designer
(optional)
$2000

Each of our recommended slidedeck tools have different subscription levels based on the number of users. We recommend the mid-level subscription to accomodate the 45 new trainees per semester

Delivery System 2

In-person training

Trainees will participate in a synchronous instructor-led session overviewing the TOC process and resources. This delivery method will allow trainees to engage with other learners and an instructor as well as the content. This benefits the trainee as they conceptualize the TOC process in a community of other learners. It also, allows them to build rapport and connections with others who will serve in the same role

FTM2s could be utitlized to conduct these session live or virtually via a web-conferring tool. The workshop format will allow the trainee the chance to practice and get instant feedback from an experienced FTM.

Estimated Costs

Software Tool (Peardeck, Nearpod):
$200/yr

Instructional Designer
(optional)
$2000

Each of our recommended slidedeck tools have different subscription levels based on the number of users. We recommend the mid-level subscription to accomodate the 45 new trainees per semester

Required Resources for Delivery

Content Resources	Technology Resources	Instructional Facilities	Human Resources
• Exhaustive List of TOC Resources • Early Alert System Process (Infographic) • CGTC Early Alert System tutorial • Banner Overview • FERPA guidelines/regulations • TOC FTM1 & FTM2 expectations (including FTM2s as potential facilitators) • Authentic student scenarios • Student contact template (sample emails, etc.)	• Slide-based elearning software • Powerpoint/Google Slides • Video-conferencing software • Engagement tracking/Evaluation tool- Moodle Engagement Analytics	• Training Room (for in-person option) • LMS (if you choose to host self-paced option in the schools' LMS site)	• Manager that will oversee development and implementation • Subject matter expert to assist with development • Instructional Designer

Project Plan

We have outlined a proposed project plan for developing an instructional system.With an endorsement for a delivery system, we can outline more specific details about the scope of the project and develop a plan. Please see the proposed project map on the next page.

PROJECT PLAN

FTM TRAINING DESIGN

1.ANALYZE

Assess Performance

Determine Instructional Goals

Analyze Learners

Audit available resources

Determine Potential Delivery System

2. DESIGN

Conduct Task Inventory

List Performance Objectives

Generate testing methods

3.DEVELOPMENT

Generate Instructional Strategies

Select/Develop Media

Create guide for trainer/trainee

Create formative evaluation summary

4. IMPLEMENTATION

Develop Learner Plan

Develop Facilitator Plan

Create a train-the-trainer agenda

5.EVALUATION

Determine Evaluaton Criteria

Determine Evaluaton Tools

Conduct Evaluation

Design Brief

GOAL ANALYSIS

& TASK INVENTORY

PURPOSE STATEMENT

The purpose of this training program is to improve the knowledge and technical skills of faculty and Functional Team Members (FTM) in using the Central Georgia Technical College's Early Alert System

Note: Each task has subtasks that need to be achieved separately during instruction. The prerequisite tasks are skills and abilities that must occur prior to instruction

Goal analysis format is done vertically throughout pages due to limited space.

GOAL 1
(KNOWLEDGE)

Navigate TOC resource information

Distinguish the campus and community resources by location

- Locate/Save the Resources PDF that outlines campus & community resources
- Locate resources area of CGTC website
- Identify the categories of need that TOC resources address
- Explain services provided by each TOC resource

Identify contact representatives from each resource

- Locate/Bookmark Community Resource contact list
- Identify relevant folders in TEAMS shared drive

Prerequisite Tasks:

Locate TEAMS shared drive.

Locate CGTC employee profile and system.

GOAL ANALYSIS

& TASK INVENTORY

GOAL2 (APPLICATION)

Recommend relevant resources to students.

Identify the components of an effective outreach effort

- Outline the components of a successful phone conversation with students
- List the components of a well-written email to students
- Write detailed TEAMS notes that facilitate great follow-up

Examine the early alert reason to identify potential need

- Examine student profile (or behavior) to identified warning signs
- Evaluate the initial alert for outreach context

GOAL 3 (SYNTHESIS)

Strategize how to guide students through the resources.

Prioritize commonly used/effective resources

- Identify commonly used resources in each county/campus
- Locate process overviews for commonly used resources/services

Tailor recommendations based on student need

- Practice detailing benefits of resource services
- Complete a well-structured informational interview with student

Prerequisite Tasks:

Manipulate TEAMS early alert system.

Apply basic telephone and email ettiquette.

Manipulate Banner

Navigate the administration processes of non-profit and higher education services.

Explain student affair, counseling best practices

GOAL ANALYSIS

& TASK INVENTORY

GOAL 4
(COMPREHENSION/ANALYSIS)

Execute proper follow-up with students.

Examine the procedure for following up with a non-responsive student

- Explain TOC procedure for referring a case to a level 2 FTM
- Explain templates for 2nd email and 2nd phone call
- Write detailed TEAMS notes about outreach attempts.

Communicate with the students teacher about progress (for FTMs)

- Reference early alert to identify the students' professor.
- Question the contact about impact of TOC resources

GOAL5
(EVALUATION)

Assess how well TOC resources addressed the student's needs

Synthesize information from follow-up interviews

- Correlate the student outcome to the use of TOC resource
- Examine student performance improvement indicators.

List the steps to close an alert in TEAMS

- Identify TOC procedure for closing an alert in TEAMS
- Identify the components of a properly executed TEAMS alert

Prerequisite Tasks:

Conduct basic interviews.

Use information to find reasonable solutions.

Performance Objectives

By the end of training, trainees will be able to...

Knowledge

Collect information about a campus or community service by using the TOC sites/sources in their personal research

Application

Refer students to TOC resources that are relevant to an identified need using early alert outreach methods

Synthesis

Provide counsel to students by guiding them through resource recommendations while providing overviews of TOC resources.

Comprehension/Analysis

Follow up on recommendations to assure that the student need has been addressed by using TOC communication channels.

Evaluation

Record the final status of an alert in the TEAMS system by inputting detailed summary notes.

Determine if the resource met the students' need by assessing the outcome of the students' engagement with TOC resources.

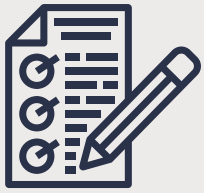
TESTING METHODS

TASK	OBJECTIVE	ACTUAL TEST ITEM
Knowledge		
Navigate TOC resource information	Collect information about a resource by using personal research	Scavenger Hunt: Please choose three resources that you think are the most popular and find contact info, service descriptions, and admin processes on them using TOC shared drive/site.
Application		
Recommend relevant resources to students	Refer students to resources that are relevant to their identified need using TEAMS	A student (played by an FTM 2s) is falling behind in class and the professor submitted an alert for her. You need to have or record a phone conversation with an FTM2 and recommend relevant resources for this student.

TESTING METHODS

TASK	OBJECTIVE	ACTUAL TEST ITEM
Synthesis		
Strategize how to guide students through the resources	Counsel students by guiding them through recommendations by giving resource overviews	Please send a standard follow-up email to an FTM2.
Comprehension/Analysis		
Execute proper follow-up with students	Follow-up on recommendations to assure that student need has been addressed.	Please form an email to faculty to follow up on student progress.

TESTING METHODS



TASK	OBJECTIVE	ACTUAL TEST ITEM
Evaluation		
Review the steps to close an alert in TEAMS	Record the final status of an alert with detailed summary notes.	Please create a final report on this case using TOC guidelines.
Synthesize information from follow-up interviews.	Determine if resource met student need by evaluating student engagement with resource.	Please list three common needs and the relevant resources to address them.

Spending Plan

Phase	Need	Cost
Analysis	• Instructional designers (salary x2) • Zoom license	• 15 hours • Premium Zoom account ($149) $50×15hrs×2+$149×2=$1798
Design	• Instructional designers (salary x2) • Zoom license • Nearpod	• 30 hours • Premium Zoom account ($149) • NearPod Subscriptions ○ Gold Subscription: $159/yr $50×30hrs×2+$159×2=$3318
Development	• Training for FTM 2s • Training facility • IT salary	• On campus • 2 hours (for technical assistance) $35×2×2=$140
Implementation	• Training for FTM 2s • Printing materials	• X2 (Facilitator) • x15 (Lead FTM 2s) • Account subscription • 10 hours • $500 (cost of paper, ink) $40×10×2+$500=$1300
Evaluation	• Survey manager subscription • Evaluator salary (x2)	• SurveyMonkey premium • $200 x2 $75+$200×2=$475
Total		Total: $7431

Development Summary

INSTRUCTIONAL STRATEGIES

"LESSON PLANS"

Goal 1: Navigate TOC resource information.

Media to include:
Screenshots and screencast tutorial of resource repositories on TOC sites.

HOW WILL WE GAIN ATTENTION?

We will introduce the TEAMS early alert purpose and mission to provide context for the TOC resources.

WHAT'S THE LEARNING OBJECTIVE?

During this 'lesson', learners will learn to locate the TOC resources that are available to students across all TOC service areas.

DOES THE LEARNER NEED PRIOR KNOWLEDGE?

Learners will need prior knowledge of the Technical College System of Georgia to understand the context for our efforts.

WHAT WILL BE OUR CONTENT?

We will include descriptions of the resource structure of the website and PDF/job-aid that we create.

WHAT WILL BE OUR GUIDED PRACTICE?

We will include a scavenger hunt activity that will help the learners navigate the TOC resources pages to find the most used resources

WHAT WILL BE THE INDEPENDENT PRACTICE?

We will include a scavenger hunt activity that will help the learners navigate the TOC resource pages to fint he most used resources.

WHAT IS THE ASSESSMENT?

Learners will be assessed during the simulated student outreach that is threaded through out the training. They will have the chance to demonstrate their ability to find the resources.

HOW WILL THE LEARNER RECEIVE FEEDBACK?

Learner will receive feedback from FTM2s during the simulated activity

INSTRUCTIONAL STRATEGIES

"LESSON PLANS"

Goal 2: Recommending resources to students.

Media to include:
Step-by-step instructions to select resources, need-resource matrix, and phone script.

HOW WILL WE GAIN ATTENTION?

We propose using a student testimonial that outlines how the student has benefited from the use of TOC resources.

WHAT'S THE LEARNING OBJECTIVE?

We want to introduce the learner to the initial steps in recieving an alert and beginning their outreach.

DOES THE LEARNER NEED PRIOR KNOWLEDGE?

Learners wil need to understand the basics of the student affairs' principle of providing support services to compliment academic portion of student development.

WHAT WILL BE OUR CONTENT?

In this 'lesson', we will introduce the learner to the initial steps of receiving an alert and conducting research to find the best resources for the studnets' needs.

WHAT WILL BE OUR GUIDED PRACTICE?

We could include simple knowledge checks embedded in the content to highlight the important initial steps of the alert.

WHAT WILL BE THE INDEPENDENT PRACTICE?

Simulated student outreach.

WHAT IS THE ASSESSMENT?

Learners will be assessed during the simulated student outreach that is threaded through out the training. They will have the chance to demonstrate their ability to navigate the resources.

HOW WILL THE LEARNER RECEIVE FEEDBACK?

Learner will receive feedback from FTM2s during the simulated activity

INSTRUCTIONAL STRATEGIES

"LESSON PLANS"

Goal 3: Strategize how to guide students through resources.

Media to include:
Infographic of that outlines the most used TOC resources and case study scenarios.

HOW WILL WE GAIN ATTENTION?

We propose using research and/or data about how intervention can prevent dropouts and academic failure.

WHAT'S THE LEARNING OBJECTIVE?

We want the learner to learn how to assess the student's need and find a relevant resource to address it. Additionally, we want to teach them how to explain the relevant resources in a relatable way to students.

DOES THE LEARNER NEED PRIOR KNOWLEDGE?

Learners wil need to understand the basics of the student affairs' principle of providing support services to compliment academic portion of student development.

WHAT WILL BE OUR CONTENT?

In this 'lesson', we will introduce the leaner to the most commonly referred/used TOC resources. We will explain the resources and their service areas so that the learner will feel confident describing it to a student.

WHAT WILL BE OUR GUIDED PRACTICE?

Learner will listen to an example of an exemplary phone call.

WHAT WILL BE THE INDEPENDENT PRACTICE?

Simulated student outreach.

WHAT IS THE ASSESSMENT?

Learners will be assessed during the simulated student outreach that is threaded through out the training. They will have the chance to demonstrate their ability to explain the resources.

HOW WILL THE LEARNER RECEIVE FEEDBACK?

Learner will receive feedback from FTM2s during the simulated activity

INSTRUCTIONAL STRATEGIES

"LESSON PLANS"

Goal 4: Execute proper follow-up with students.

Media to include:
Examples of follow-up emails to students and faculty (where applicable)

HOW WILL WE GAIN ATTENTION?

We propose using case studies that highlight the effects of students not receiving proper support duirng the alert. This will set the stage for a conversation on follow-up

WHAT'S THE LEARNING OBJECTIVE?

We want the learner to see the importance of making sure that the students' need has been met through their outreach.

DOES THE LEARNER NEED PRIOR KNOWLEDGE?

Learners wil need to understand the basics of the student affairs' principle of providing support services to compliment academic portion of student development.

WHAT WILL BE OUR CONTENT?

In this 'lesson', we will introduce the learner to the TOC's follow-up procedures and expectations.

WHAT WILL BE OUR GUIDED PRACTICE?

Simple interactive knowledge checks will be included to assure that the learner knows the components of a good follow-up

WHAT WILL BE THE INDEPENDENT PRACTICE?

Simulated student and faculty outreach.

WHAT IS THE ASSESSMENT?

Learners will be assessed during the simulated student outreach that is threaded through out the training. They will have the chance to demonstrate their ability to follow up on recommendations.

HOW WILL THE LEARNER RECEIVE FEEDBACK?

Learner will receive feedback from FTM2s during the simulated activity

INSTRUCTIONAL STRATEGIES

"LESSON PLANS"

Goal 5: Assess how well the resources addressed the students' needs.

Media to include:
Checklist for closing an alert.

HOW WILL WE GAIN ATTENTION?

We will outline the institutional effectiveness imperative for student success to demonstrate the importance of proper documentation.. We will also highlight the joy of watching students get back on track.

WHAT'S THE LEARNING OBJECTIVE?

We want the learner to see the proper way to close an alert.

DOES THE LEARNER NEED PRIOR KNOWLEDGE?

Learners wil need to understand the basics of the student affairs' principle of providing support services to compliment academic portion of student development.

WHAT WILL BE OUR CONTENT?

In this 'lesson', we will introduce the learner to the TOC's alert diposition guidelines.

WHAT WILL BE OUR GUIDED PRACTICE?

Simple interactive knowledge checks will be included to assure that the learner knows the components of a good follow-up

WHAT WILL BE THE INDEPENDENT PRACTICE?

Simulated student and faculty outreach.

WHAT IS THE ASSESSMENT?

Learners will be assessed during the simulated student outreach that is threaded through out the training. They will have the chance to demonstrate their ability to follow up on recommendations.

HOW WILL THE LEARNER RECEIVE FEEDBACK?

Learner will receive feedback from FTM2s during the simulated activity

INFORMATION GUIDES FOR USERS

FACILITATORS & LEARNERS

Facilitators and Learners will be provided with materials online through CTGC's secure LMS or website

Home Page: Course Intro

This page will include announcements and contact information from FTM2s

Section 1: What is Teams

This section will outline the purpose of the TOC and introduce its resources.

Section 2: Working an Alert

This section will teach learners the TOC expectations around working an alert. Including making proper resource recommendations to students..

Section 3: Follow-up & Evaluation

This section will teach learners to properly follow up with students (and faculty where necessary) on the efficacy of the recommended resources .

Notes for Facilitators:

Each facilitator will receive 4-5 learners to advise per training session.

Facilitator will impersonate an at-risk student in each learners practice examples. This will include:

1. A simulation phone call
2. A simulation follow-up email.l

Each facilitator will provide feedback to learners on their practice example TEAMS alert notes..

Each facilitator will work with their learner as a coach during the first semester of the learner's TOC service..

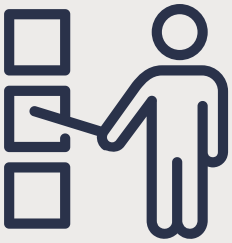
Formative Evaluation Summary

We've included a formative evaluation of our initial design proposal. We will continue to evaluate the design as we prepare for implementation.

Component	Problem	Data Source	Revision Decision
Purpose	N/A	Design Team	Purpose remains the same.
Goals	Comprehension and analysis goals were consolidated for a greater alignment with the tasks and subtasks.	Discussion with Client Design Team	Analysis Goal: Provide counsel to students by guiding them through resource recommendations while providing overviews of TOC resources.
Objectives	N/A	Design Team	Objectives remain the same.
Prerequisites	N/A	Design Team	Prerequisites remain the same.
Instructional Strategies	The guided practice for goal 2 does not meet the learning need to help trainees navigate the resources.	Design Team	Guided practice revision: multiple choice questions that students have to think through the components of good outreach.
Testing Methods	N/A	Design Team	Testing methods remain the same.
Information to Guide the Learner	N/A	Design Team	The Learner Information Guide remains the same.
Information to Guide the Facilitator	N/A	Design Team	Facilitator Information Guide remains the same.
Supporting Media	N/A	Design Team	Supporting the media remains the same.

Implementation Strategy

FACILITATOR PLAN



Who is the Facilitator?

FACILITATOR IDENTIFICATION	COMMENTS
High-performing FTM2s will be selected to facilitate the training. Their main role will be to provide feedback to learners using TOC guidelines	FTM2s will advise learners through assessment feedback during the self-paced training module. Feedback and student impersonation are the main roles.

What is the training schedule?

ACTIVITIES	COMMENTS
Learners will recieve a link to the training portal and work through the sections over the course of a few days. Once learners receive their caseload, they will work with FTM2s as coaches for the first cycle..	The simulated outreach will take a few days to coordinate with the FTM2 as they impersonate a student.This will provide learners with the authentic experience of trying to get in touch with students.

LEARNER PLAN

Who is the Learner?

LEARNER IDENTIFICATION	COMMENTS
Learners are student services professionals who have been nominated to participate in the TEAMS early alert system	Faculty also participate in the TEAMS early alert system and will go through this training as well.

What is the training schedule?

ACTIVITIES	COMMENTS
Learners will recieve a link to the training portal and work through the sections over the course of a few days. Once learners receive their caseload, they will work with FTM2s as coaches for the first cycle..	The simulated outreach will take a few days to coordinate with the FTM2 as they impersonate a student.This will provide learners with the authentic experience of trying to get in touch with students.

TRAIN-THE-TRAINER TOPICS

Review Goals

TOC team will review the training goals of the program with FTM2 facilitators

Review Content

Facilitator will preview the learning content from the learners perspective. This includes the website and all training artifacts.

Feedback Guidelines

Facilitators will learn how to provide guidance to learners on their outreach. TOC team will provide examples of constructive feedback.

Review Case Studies

Facilitators will collaborate with TOC team to create realistic simulated student outreach scenarios for learners.

Coaching Guidelines

TOC team will provide guidelines for facilitators to coach learners throughout the first alert cycle.

Evaluation

TOC team will overview the end-of-coaching evaluation that facilitators will fill out on each learner.

Evaluation Plan

EVALUATION PLAN

Level 1 Evalutation: Learner perception.

Example of Level 1 Evaluation Tool.

WHO?

This evaluation plan will be administered by the facilitator.

WHAT?

This will be a summative survey evaluation of the participants experience with the training.

WHEN?

Learners will complete this evaluation at the conclusion of the self-paced training and again at the end of their coaching period with the FTM2

WHERE?

This survey will be provided virtually at the end of the training.

WHY?

This survey will provide information on the quality of the training experience and artifacts as well as the coaching experience.

HOW?

CGTC school surveying platform.

EVALUATION PLAN

Level 2 Evalutation: Learning

Example of Level 2 Evaluation Tool

WHO?

This evaluation plan will be administered by the facilitator.

WHAT?

This will come in the form of summative knowledge checks as well as a simulated student outreach scenario where learners can demonstrate new knowledge & skills.

WHEN?

Learners will complete this evaluation at the conclusion of the self-paced training.

WHERE?

Embedded in virtual course.

WHY?

This evaluation is meant to measure knowledge and skill acquisition.

HOW?

This evaluation will come in the form of a threaded assessment throughout the course.

EVALUATION PLAN

Level 3 Evalutation: Performance

Example of Level 3 Evaluation Tool.

WHO?

This evaluation plan will be administered by the FTM2 during first alert cycle .

WHAT?

This summative evaluation will collect qualitative data on the learners progression by way of FTM2 reporting

WHEN?

This will occur during the learners coaching period of the first semester of having an alert caseload

WHERE?

Virtual Zoom meeting.

WHY?

To determine if learner needs remediation on any of the training content.

HOW?

Will consist of a conversation between FTM2s and learner and documented performance eval for TOC team.

EVALUATION PLAN

Level 4 Evalutation:Impact

Example of Level 4 Evaluation Tool.

WHO?

This evaluation plan will be conducted by the TOC team.

WHAT?

This proposed evaluation would collect quantitative and qualitative data on the efficacy of the training program through student retention metrics.

WHEN?

This evaluation wil begin 6 months after the training program begins and then every 6 months after.

WHERE?

TOC Office.

WHY?

To determine the efficacy of the training program.

HOW?

TOC team can assess how many resources are being accessed and correlate it to the student retention. Team will also assess the quality of recommendations.

EVALUATION PLAN

Level 5 Evalutation: Return on Investment

WHO?

The FTM participants/Stakeholders will be assessed to determine impact

WHAT?

The TOC program will be measured for intangible benefits

WHEN?

Feedback and reports after TOC training has been implemented

WHERE?

The Team Outreach Center

WHY?

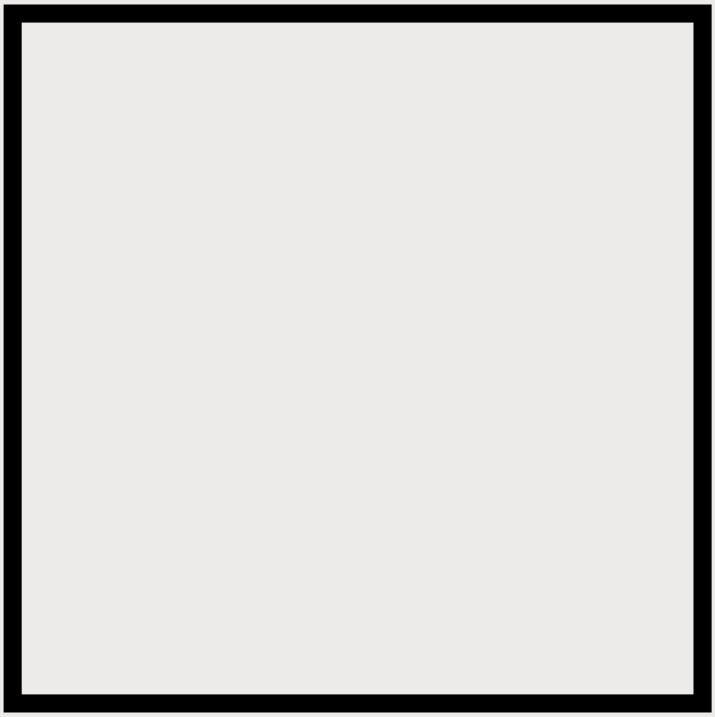
To determine if the investment in the training program provided a positive return

HOW?

Improving FTM ability to provide resources,services and increase retention rate.

Client Endorsement

I _____ have reviewed the complete project proposal for the TOC training project drafted by the Branch Design Team. I approve this proposal

_____ With no changes

_____ With the following changes