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Master's Program

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Certification of Authorship: I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I also have cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I certify that this paper was prepared by me specifically for the purpose of this assignment, as directed.

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TASK ANALYSIS: CAPTURING STRATEGIC PLAN DATA

Task Analysis: Capturing Strategic Plan Data

The target skill being analyzed is the data capture of progress towards the strategic plan of an educational institution. The strategic plan was created to provide a comprehensive approach to advance the mission of the school. The entire community, faculty, administration, the board, students and parents, are stakeholders and contributors to the construction of the plan. This analysis is focused on a methodology for capturing faculty work towards achieving those goals; specifically in regards to the four specific pillars of the plan. The measurable objectives will consist of:

- Locating the data capture system in the school's intranet,
- Capturing specific progress events by type of strategic pillar,
- User satisfaction with the data capture system,
- The community's ability to see progress towards the plan, and
- Increased collaboration and continued efforts in aligning the curriculum of the school.

The learners of this task are the faculty members of the school. All members of the target population have college degrees and are required to use computers on a daily basis to at least perform the following tasks: record attendance, post assignments and grades, and communicate via email. These former tasks also require knowledge of how to access the school's intranet system via the portal located on the school's website. The physical materials needed to complete the training protocol include a computer with internet access and video playback capabilities.

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The tasks required to master using the data capture system are contained in the task analysis presented in *Figure 1*.

Task: Input data into the strategic plan inventory form		
Steps	Skills	Task Difficulty * 1=easy 5=hard
Have knowledge of strategic plan and its initiatives	<ul style="list-style-type: none"> Familiarity with school website <ul style="list-style-type: none"> Strategic plan is located under <i>About Us/Mission and Philosophy</i> tab 	1
	<ul style="list-style-type: none"> Comprehension of specific strategic initiatives <ul style="list-style-type: none"> Division meeting to review mission and goals of the school as outlined by the plan 	3
Gather relevant entries	<ul style="list-style-type: none"> Review curriculum/class activities to link actions with plan initiatives <ul style="list-style-type: none"> Guided department meeting to match classwork/activities to strategic initiatives. 	4
Locate and open portal to data capture system	<ul style="list-style-type: none"> Locate school's intranet site (<i>MySevern</i>) 	1
	<ul style="list-style-type: none"> Locate <i>Resources</i> tab 	2
	<ul style="list-style-type: none"> Locate <i>Strategic Plan Inventory</i> module which contains: <ul style="list-style-type: none"> Video instructions Google Form 	2
Using video instructions	<ul style="list-style-type: none"> Select <i>Tutorial</i> <ul style="list-style-type: none"> Press play arrow 	1
Opening Google form	<ul style="list-style-type: none"> Select <i>Strategic Plan Inventory</i> link 	1

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Completing Google form	<ul style="list-style-type: none">• Complete form questions with the following information:<ul style="list-style-type: none">○ Name○ Division (list)○ Department/Area of Study (list)○ Strategic Pillar (list)○ Brief sentence(s) describing event○ Keyword(s) associated with event• Submit form• Repeat form submission for each entry	3
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Figure 1: Task Analysis of Data Capture Form *for typical user

To accomplish the tasks listed above several training sessions will need to occur. The first one should introduce and build continued awareness of the strategic plan. This session could be held during a division or professional development day and the guiding questions and prompts could be as follows:

AWARENESS /NEED - How might the faculty encounter/revisit the strategic plan initiatives and their purpose?

1. *Common Experience and Expectations* – How do we or should we experience the strategic plan on a daily basis?
2. *Common Vocabulary* - To enhance the accuracy and consistency of the findings it is important to develop a common vocabulary of key terms. (Ex: How do we define technology, innovation, sustainability, inclusion...?)

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3. *Define Progress* - How does one measure progress or success?

What system(s) or definitions do we agree best provides clarity of our progress?

This session will address the need as outline by Reigeluth's Elaboration Theory (1979) that, "A person starts with a wide angle view, which allows one to see the major part of the picture and the major relationships among those part" to see the relevance and purpose of the future data collection activity.

The next session could be held in a department meeting to help the target audience zero in on specific occurrences within their classes/curriculum that indicate progress towards the plan. The smaller number of personnel involved can provide more individualized help by the trainer and/or department chair and provide comfort and familiarity with like-minded individuals. This accomplishes the next two stages of Reigeluth's Elaboration Theory (1979) which discuss the participants need to focus or "zoom in" at one level while returning to the overall picture which allows them to link the big picture with individual tasks or entries. Another goal of this session could include a physical demonstration of the form either through use of the video tutorial and/or walking through a sample entry into the form. The video tutorial could act as several of the Elaboration Theory's major strategy components, including as Synthesizer and as a Cognitive Strategy. The former being a presentation method that combines the big picture with the individual task and the latter as provider of a variety of cues or cognitive triggers to help the user accomplish the task (Reigeluth et al., 1979, 1993). A target population analysis, or determining who needs what type of training (Barbazette, 2006), might be an

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appropriate step at this time as some users may have more familiarity with Google forms than others.

The overall result of this task is to assess the progress the faculty is achieving towards the goals of the strategic plan. The success of this task analysis and subsequent training sessions could be gauged by the following:

- *Number of entries captured in the system* – this would provide a quantitative and qualitative analysis.
 - Quantitative in pure numbers of entries.
 - Numerically qualitative by being able to sort and count data by division and/or departments.
- *Classifying entries per strategic pillar* – this would provide data towards progress of individual initiatives or is the institution is meeting the planned goals.
- *Performing a post-training analysis* – If the data captured does not please administration or the board, interviewing or surveying participants might provide barriers impacting anticipated performance or results. These barriers could be physical, emotional and/or intellectual (Barbazette, 2006, pp. 23-24).
- *Providing administration and faculty with easy-to-understand analysis of entries* – the impact of the task can be measured by analyzing how it has been used to inform practices and policies.

In summary, this task analysis was created to answer the need of the executive administration's desire to measure the progress towards the strategic plan of the school. The task requires several different training approaches including general information

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sessions and more detailed, individualized training with the computerized form. The task has measurable outcomes and should provide data towards measuring progress of the strategic plan and help administration and faculty easily reference experiences to align curriculum in a horizontal and vertical framework. This task, along with other methods of data collection, is an efficient and vetted process by administration and a small group of test users.

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References

- Barbazette, Jean (2006). *Training needs assessment: methods, tools, and techniques*. San Francisco, CA: Pfeiffer
- Reigeluth, C. M. (1979). In search of a better way to organize instruction: The elaboration theory. *Journal of Instructional Development*, 2 (3), 8-15.