**TSS Qualtrics Learner Evaluation**

**TSS Summative Evaluation Report**

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**TSS Qualtrics Learner Evaluation**

The summative evaluation accompanies the Training Scheduling System (TSS) Client Report. The purpose of this evaluation is to measure what each student learned during basic computer skills and TSS application instruction. This 30-question assessment, created using the Qualtrics assessment and survey tool, contains five questions each of the following question types:

1. True/False.
2. Multiple choice questions with four possible answers for each question, with the correct answer as the best possible response.
3. Matching items with more possible answers than questions.
4. Short answer items.
5. Essay item(s).
6. Self-report performance using a 7-point Likert scale.

To view the assessment, select the following link: [Training Scheduling System (TSS) Learner Evaluation](https://wright.qualtrics.com/jfe/form/SV_1Hd6FDGlyJve3jv)

**TSS Summative Evaluation Report**

**Executive Summary**
 This summary presents results of computer-based training administered at five organization X aircraft maintenance depots. The training focused on basic computer use skills, and supervisor performance using the Training Scheduling System (TSS) application used to document aircraft maintenance technician training task accomplishment. Major findings include a general misunderstanding of basic computer use, TSS application use, and overall dissatisfaction with the current method of existing asynchronous computer-based training.

In summary, basic computer skills possessed by depot supervisors continues to be a concern. This may be the result of maintenance supervisors sharing a commonality with hands-on tradecraft that is not administrative in nature. Final recommendations to improve computer and TSS application skill include continuation of recurring training in a classroom setting versus computer based training, and assignment of an IT subject matter expert (SME) at each depot as an additional duty to assist supervisors with accurate and timely training documentation.

**Evaluation Purpose**
 The purpose of this evaluation was to determine the root cause of inaccurate or untimely aircraft maintenance worker training documentation using organization X Training Scheduling System (TSS) software application. Additionally, it was determined that supervisors possessed various levels of basic computer skills, further acerbating the problem. Since basic computer use is an assumed or taken for granted skill in various degrees by all generations in 2017, it was determined that hands-on, classroom based training could produce positive results in terms of skill development in both computer basics and TSS application use, resulting in improved training documentation in terms of accuracy and timeliness.

**Methodology**
 The training audience consisted of 200 supervisors responsible for task certification of over 2500 aircraft maintainers assigned to the depots. The survey instruments used to collect participant data was gathered using the Qualtrics survey tool. Population data of course participants is available by selecting the following link: [TSS Learner Demographic Questionnaire](https://wright.qualtrics.com/jfe/form/SV_7X3hSVzfwhaVEIB)

Supervisor self-report of performance was also obtained using the Qualtrics survey application post training. Course participant self-reporting survey of training effectiveness are reflected in questions 26-30. This feedback can be reviewed by selecting the following link: [Training Scheduling System (TSS) Learner Evaluation](https://wright.qualtrics.com/jfe/form/SV_1Hd6FDGlyJve3jv)

**Results**

Analysis of survey results imbedded in TSS learner evaluation questions 26-30 revealed that 55% of the supervisors responded in a positive manner regarding the effectiveness of classroom based training. On the positive side of the 7-point Likert scale, 10% agreed and 3% strongly agreed which accounted for 68% of all total positive feedback. The remaining 32% fell in the median or negative categories. While not a landslide success, the results appear overall positive considering this demographic possesses a background of hands-on skills unrelated to administrative tasks that required the use of a computer to accomplish their daily tasks for the majority of their careers.

**Conclusions and Recommendations**
 The survey data speaks volumes for a group of employees uncomfortable with using a computer to accomplish their daily tasks. Another consideration is the non-quantifiable, verbal feedback received from course attendees. This feedback ranged from appreciation to their leadership for providing this training opportunity, to those who think training documentation should be left to someone other than busy supervisors. While verbal feedback is valuable, organizational funding and employee time allocation should be based on data driven decisions. Therefore, it is recommended that the initial year of two training periods continue with a follow-on refresher course offered once per year based on the post-course survey results.

Additionally, depot leadership should consider appointing a subject matter expert well versed in IT, computer skill, and TSS application to assist depot supervisors when they fall behind in employee task certification. This would also provide an added benefit of providing just-in-time teaching to supervisors who forget learned concepts between training sessions.