

Project Title: Increasing Student Performance on the North Carolina Online Test of Computer Skills

Course: MIT 502: Systematic Approach to Performance Improvement

Project Annotation	
Context & Conditions	<p>“Increasing Student Performance on the North Carolina Online Test of Computer Skills ” was completed in Summer 2006 as a class project for MIT 502: Systemic Approach to Performance. It was completed as a class project under the guidance of Dr. Arnold Murdock as a human performance improvement project focusing on schools in Pender County Schools where I was serving as the district Instructional Technology Coordinator. The project was a response to a 33% drop in North Carolina Computer Skills Test scores in the first year of online implementation.</p>
Scope	<p>This proposal suggests a three-phase intervention plan designed to raise the scores by increasing awareness, communication and technology skills integration into the core curriculum areas (Language Arts, Mathematics, Social Studies and Science). Front-end analysis including a perceptual, context and performance analysis was conducted to identify the problem and analyze the current situation of the organization’s management, physical, technical, human and social systems. A gap analysis revealed environmental, motivational and instructional problems.</p> <p>Both instructional and administrative interventions were recommended at all system levels that included professional development, strategic planning changes, administrative mandates, financial re-allocations and policy changes in a three-phase implementation. The implementation of the first phase of interventions occurred and the system saw a 10% increase in student performance on the Online Test of Computer Skills the following year.</p>
Role	<p>This was an individual project. In my role as Instructional Technology Coordinator for the district, I served as human performance technologist for the entire project. I collected and analyzed data regarding student and district performance. I performed a gap analysis, analyzed problem causes and designed interventions. I also presented this project at the district administrative retreat in August, 2006 and helped implement “Phase I” interventions at 5 district middle schools. I worked with school principals and other district leaders to accomplish this.</p>
Reflection	<p>For me, this project was the culmination of my first year in the MIT program and my first chance to individually initiate a project from problem analysis to implementation, using the principles and processes of instructional technology. The success I saw in only the implementation of “Phase I” interventions solidified my belief in the process of instructional technology and performance improvement. As I was presenting the project to district administrators, their positive reactions assured me that my education was taking me in the right direction professionally. Through this project, I was able to systematically analyze a performance problem and design interventions when it seemed there were no easy solutions; and the successful implementation of some of the interventions yielded results that increased my confidence in the process.</p>

