

USC Alumni Volunteer Onboarding Instructional Solution

by

Nare Khodadadians

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Abstract

USC values volunteering and public services. The USC Mission Statement includes public services as one of the leading principals in accomplishing the Mission. However, the USC Alumni Association does not have a standardized onboarding and training program to provide consistent, accurate, and updated information quickly and cost-effectively to Alumni volunteers. This curriculum introduces volunteering opportunities and guides the interested candidates to select the most appropriate program based on their skills, expertise, interest, and time commitment. The curriculum consists of 10 asynchronous online modules, accessible from Articulate eLearning authoring LMS integrating Cognitive Load Theory and Constructivism as the theoretical foundation. After completing the curriculum, the Alumni should know the four volunteering programs offered through the USC Alumni Association, understand each program's requirements and responsibilities, and select their final choice based on the compatibility between their skills and the program's requirements. A summative evaluation includes Likert-scale questions to rank the Most Compatible programs to Least Compatible concerning their skills and input a final answer. The implementation and evaluation plan includes evaluation tools, surveys, and questionnaires. in this draft. The evaluation plan follows Kirkpatrick's New World Four Level Evaluation Model. The Alumni Volunteering program aims to engage Alumni and students in a mutually beneficial environment where volunteers are giving back to the USC family while students are moving forward in their education journey. By emphasizing the concept of conscious choice in joining a volunteering activity in line with Alumni's skill and expertise, the hope is that they will remain engaged for life and transfer this skill to other facets of life.

Needs Assessment

Description of the Learning Environment

The Volunteer Onboarding course offers an instructional solution concerning onboarding volunteers for the USC Alumni Association. This subject is critical to address because volunteers' experience during programs and events impacts retention and recruitment. Moreover, the choice of engagement with the University through the Association and the informed selection of a program is contingent on familiarity with USC's mission and vision, the assigned project, alignment with the purpose of the volunteer work, and effective communication representing the University. An organizational need exists for this course since the USC Alumni Association does not implement a standard onboarding process for volunteers and relies on the availability of former or current volunteers to train the incoming cohort. This course will enable the Alumni Association to implement consistent and time-effective asynchronous training to introduce volunteers to USC's mission and vision, stakeholders at the Alumni Association, available volunteering opportunities, and the required information to advocate for USC values in the community and events.

The Learners are USC Alumni, with a minimum of undergraduate education. Most volunteers fall between the ages of 25 to 55 and share a common interest in philanthropy and giving back to the community. Most applicants have participated in the programs hosted by former volunteers and benefited from mentoring and advising opportunities provided by the Association. Applicants self-select to participate in the program and are mainly from upper-middle-income families. They have the time and the means to volunteer their knowledge and services without significant compromise to their wellbeing.

The onboarding course introduces the content, structure, desired qualifications, and tentative time commitment requested for the Alumni Association's volunteer programs and provides a consistent onboarding experience in an asynchronous virtual format for alumni who wish to get involved with the Trojan Family. The consistency of the onboarding experience ensures the accuracy of transferred information and volunteers' ability and confidence to represent the University's mission and vision and the Alumni Association's role in promoting volunteer opportunities throughout their involvement with USC.

The project is an online asynchronous course with audiovisual elements and interactive feedback for assessment and enforcement. The modules are linear in design and begin with guiding the learner through the prerequisite knowledge about the University and the Alumni Association. The next couple of modules introduce the volunteering opportunities, the required skills and experience, and the time commitment necessary for making an informed decision about choosing a program. Once the learners receive the information, they are prompted to identify their personal and professional experience that closely mirrors the requirements of the program, their skills, and their interests. The goal of the course is that the volunteer programs result in a mutually gratifying experience between the volunteers and the participant, encouraging involvement for new volunteers and reducing the attrition for current members.

The "problem" model (Smith & Ragan, 2005) was used to evaluate the process of onboarding volunteers for the USC Alumni Association to establish the necessity of instruction for uniform training, rapid turnover, and inconsistencies regarding recruiting practices and onboarding. The "discrepancy" model did not apply to this context since no training or instructional model existed to provide a comparison point for past and present performance and opportunity to assess the effectiveness of the implemented curriculum and the instructional

model. Consultation with internal and external stakeholders established a need for instruction and excluded alternative causes for poor retainment and engagement. The stakeholders agreed that the volunteer onboarding process could benefit from an asynchronous instructional model that could be completed over an assigned time at volunteers' convenience. Therefore, an innovation-based instructional needs assessment model was implemented to develop new training for the USC Alumni Association to streamline its volunteer onboarding process. Under the current administration, no structured recruitment and onboarding process exists for the alumni volunteering program. The new recruiters are assigned to a veteran recruiter, alumni, or staff for training according to their availability. Without a structured timeline and consistent curriculum, each volunteer receives different onboarding information. This process becomes problematic when volunteers work on group projects. The inconsistency in their knowledge about presenting the University and the project and guidelines for communication hinders the collaboration between volunteers, ultimately resulting in a negative experience and delay in completing the assigned tasks.

The first point of contact for alumni interested in volunteering through the Alumni Association is the Association's website: <https://alumni.usc.edu/>. The "Get Involved" tab provides three options for supporting the Association, where one option is "volunteer." If the candidates choose the "volunteer" option, they land on the main page for available volunteering opportunities. The four general categories are "Share Your Expertise," "Lead an Event," "Join a committee," and "Day of Service." Each program has a specific application process and deadline. Once the candidates have read about the program's overview and time commitments, they can follow and complete the sign-up process.

Once the applications are submitted, each department's corresponding staff is responsible for reaching out and onboarding the volunteers for the upcoming events. Depending on the type of program and department, they have joined the volunteers and receive onboarding training with a wide range of variations regarding content, guidelines, authority, and requirements. Before COVID-19 social distancing ordinances, the Alumni Association conducted semi-structured on-campus onboarding and welcome sessions for new volunteers at the USC Park Campus in a classroom-like setting. The orientations are managed by the director of the Alumni Association, former volunteers, and other staff members who supervised the programs.

The targeted number of participants in each session was 15-20, and the duration for structured content was 30-45 minutes, followed by 30 minutes of light refreshments and networking. Another variation of onboarding practice was sending a welcome email from the program director with an attached volunteer handbook. The instructions on the email asked the volunteers to review the handout and reach out to the provided contact with any questions until they received further instructions before the main event. Some volunteers claimed that they did not receive any onboarding instructions or prior information until the event when they received the event's logistics, such as location, time, and attire.

Given our current situation in education regarding the social distancing orders under the COVID-19 pandemic, most administrators have adapted their tasks and responsibilities to include remote communication methods as much as possible. It is safe to assume that most people signing up to volunteer have access to a computer or a tablet to complete the sign-up process and virtually access the online training program. The instructors and trainers have adapted to the same communication methods to conduct a virtual meeting required to bring the

volunteers together after completing their onboarding process to discuss their selected program and create networking opportunities and live Q&A.

Organizational Mission and Goals

USC's fourth president and alumnae George F. Bovard, class of 1894", established the USC Alumni Association in 1885. The mission reads as follows:

The USC Alumni Association's mission is to support the overall advancement of the University of Southern California by engaging all alumni for life, building a culture of philanthropy among the Trojan Family, and being the representative voice for all USC alumni (USC Alumni Association, 2020).

The Association was the primary fundraiser between 1920 and 1930 (USC Alumni Association, 2020). Alumni can remain connected to the University through many volunteering programs and events, where they not only get the opportunity to widen their professional network but contribute to the University's mission of making an impact in the community and help fellow Trojans in their educational and professional journey.

Organizational Stakeholders

The organization's primary stakeholders are the University's central government (The President's Office), The University's Central Advancement Office, The USC Alumni Association Board of Governors, and the Associate Senior Vice President for Alumni Relations. Organizational Resources Presently, no designated resources, training, and onboarding programs or courses are available for Alumni volunteers. The Alumni Association's website (<https://alumni.usc.edu>) serves as the primary source of information for interested alumni looking for available opportunities to get involved with the University. The Alumni Association staff, former and current volunteers, program participants, and beneficiaries of the charitable

contributions can serve as resources to provide information about various opportunities for involvement and their perspective on the process and overall experience.

Primary and Supporting Typologies

A learning environment is a physical and virtual assembly of people, resources, information, and means of collaboration that makes learning happen (Oblinger, 2006). As defined in Oblinger (2006), the definition of “Environment” in the context of instructional design expands beyond the physical structure of the traditional lecture halls and conference rooms. It revolves around the learner's needs and designs the instruction to fit most learner profiles, giving rise to the concept of “Human-Centered Design.”

Due to the unavailability of a targeted course or program for Alumni onboarding, discerning what constitutes a learning environment is merely an informed assumption of where Alumni Volunteers are more likely to find information about the Association and the available engagement opportunities.

The list of typologies currently being used are as follows:

- Synchronous /Asynchronous (virtual): The Alumni Association’s website is the first point of reference for most interested in getting involved with the University and seeking information about available opportunities. The website provides contact information to staff members, program leads, and other members to reference the respective programs and activities. If the contact is taking place virtually (phone, videoconferencing), the learning environment is synchronous virtual.
- Synchronous (in-person): If they meet them in person, the LE is synchronous in person.

- Collaborative (in-person): Interested alumni might join a program as participants to evaluate their interests and skills against the requirements of the volunteering position. They may speak to surrender volunteers, participants, and former and present staff to compile information. The LE, in this instance, is in-person collaborative.

Design Elements that Promote Learning

Considering the Alumni Association's website as the primary LE, it is convenient and accessible since it is available online. It is also comprehensive, including a wealth of information about alumni's philanthropic and personal achievements, historical content, global groups and organizations, volunteering opportunities, traveling with USC, and welcoming the incoming class. The presented topics are a high-level overview of the scope of information that is currently available. Much more is available in each category through internal and external links and contacts. Having all-encompassing details on a single website assists learners with finding resources that they are looking for and leads to information quicker than surfing the web.

Constraints and Limitations

The constraints and limitations for the LE provided by the Alumni Association are identical. The website includes information from various subjects that might not directly relate to the University and volunteering programs. "Get Involved" is one of many tabs available for exploration, and "volunteer" is one option. Traveling and communities are some of the other options available for investigation; however, they do not align closely with the university's mission as volunteering.

Learner Profile

Instructional design can only be effective if it thoroughly analyzes the intended learners' characteristics and incorporates them into the design framework. The target audience, who is the ultimate beneficiary of the created instruction, needs to find the content relevant, within their zone of proximal development, and comprehensive enough that provides all the prerequisite knowledge that they need to learn and complete the new learning task. The Alumni Association volunteers are analyzed according to their cognitive characteristics such as ability and prior knowledge, motivation, and potential issues with power, equity, and inclusion.

Cognitive Characteristics

Targeted learners for this course have at least a bachelor's degree, the equivalent of four years of college education, and are moderately competent in operating computers and the Internet. According to Piaget, young adulthood commences the concrete operational stage, Piaget's last stage of Cognitive Development Theory. Higher-order processing and reflective, relativistic, and contextual thinking are hallmarks of this developmental stage (Santrock, 2019). Considering the learners' age and cognitive development, they can comprehend and reason abstract concepts in the onboarding program and represent the University and the Association during events.

Ability. As self-aware, college-educated individuals, the learners have self-selected to participate in activities that require specific cognitive and sensory visual skills. It is presumed that they have the necessary visual, auditory, and cognitive processing skills and abilities to complete the volunteer onboarding asynchronous course and join their selected volunteering activities. Some examples of volunteering opportunities are sharing expertise, leading an event, joining a committee, and participating in the USC alumni day of service.

Prior Knowledge. Since applicants are USC alumni, they are accustomed to the University and possibly the Alumni Association through participating in events as students, being part of a student organization, research lab, or any opportunity for involvement on the University campus.

Motivation

Although learners will have varying levels of motivation, it is assumed that they will be highly motivated to go through the onboarding process since they have registered for a volunteering program to give back to their alma mater in the form of tutoring, creating events, hosting a panel of speakers, or networking opportunities. Alumni who choose to remain connected and involved with their schools are highly motivated to help current students and other school organizations to show the strengths and Advantages of education and affinity in that school; therefore, it is expected that they remain motivated throughout the entire onboarding process and completion of the course.

Value. Alumni who have signed up for the volunteer programs regard the act of giving back to the community and their university as essential and valuable. These volunteer activities require a significant amount of time commitment and effort; therefore, it is unlikely the alumni will commit to tasks they do not value and remain engaged with the program. According to Santrock (2019), Adults in their different developmental stages, as they reflect on their lives or try to figure out their purpose in life, they like to contribute to society and get engaged in the activities that are personally meaningful to them and bring value in their lives. If they do not value the task and find meaning in their actions, they will be unlikely to volunteer their time and effort in such activity.

Self-efficacy. Alumni usually self-select the activities they want to contribute to, and most of the time, they choose the activities they feel self-efficacious. The Alumni Association encourages alumni who have expertise in specific fields to serve as mentors or panel speakers during certain events. Alumni would choose activities for volunteering that they feel self-efficacious and comfortable. Suppose an event requires an excessive amount of time for preparation, and it is outside of the scope of the volunteer field of expertise. In that case, it is unlikely that the alumni would self-select to volunteer in that program.

Social Characteristics

Alumni who choose to volunteer in different university programs and serve as mentors have unique social characteristics. Most of them have benefited from similar programs or felt the absence of guidance these programs could provide. They are developmentally conscientious and reflect on their personal and professional experience to evaluate how they have contributed to the greater good. They usually had a very high opinion of themselves as students and succeeded academically. They are passionate about learning, and being a student is part of their identity. Some are first-generation college students who acknowledge and appreciate the value of having a mentor and support outside of the immediate family and are eager to be that source of help and social capital to students going through a relatable experience.

Another category of volunteers is the cohort that has graduated more than a decade ago and is financially and professionally able to offer employment and industry-related networking and connections. According to Piaget (Santrock, 2019), they are in the generativity versus stagnation stage of development and want to share their knowledge, accomplishments, and experience with the next generation. They want to feel connected and involved and want to be helpful and leave a positive impact on other students' lives.

Potential Issues with Power, Equity, and Inclusion. One of the most significant issues with the higher education system in the United States is the uncontrollable increase in tuition and mounting student debt. Higher education is not the catalyst for social mobility as it is still being promised to first-generation and working-class citizens. The struggle to pay back the student loans and live a minimal life for a college graduate leaves very little time and motivation for volunteering. The stakeholders should reflect on who are the most likely candidates to have the luxury of time, funds, socioeconomic capital, and incentive to sign up for volunteer activities to evaluate diversity and equity issues in current programs' active volunteer pool. According to Maslow's Hierarchy of Needs, physiological and safety needs are the foundation of esteem and self-actualization (Santrock, 2019.) Most volunteers are at a higher level of Maslow's pyramid of human needs, who have reached a self-actualization level and strive to be more than who they currently are and cater to a purpose beyond themselves. Therefore, the typical volunteer demographic is skewed towards socioeconomically advantaged alumni and not representative of the students and the local community who are the volunteer programs' target audience or beneficiary. It is essential to consider that volunteers who participate in programs might not accurately typify the alumni demographic. An issue of power dynamic among veteran volunteers and new volunteers often creates unequal treatment of newly joined volunteers and contributes to the high attrition rate. Some veteran volunteers who have been with the association for several years are unresponsive and sometimes negatively reactive to new training and changes within the organization and create an unwelcoming hierarchical dynamic that prevents growth, learning, collaboration, and inclusivity.

Demographic Characteristics

According to the report published by the Alumni Association on August 1, 2020, USC has graduated 437,712 alumni with 234,473 graduate, 203,239 undergraduates, and 23,251 with both undergraduate and graduate degrees from UCS. 36% are considered Young Alumni (up to age 35), 24% are in the Second Decade category (between ages of 36-45), 36% are considered Encore Trojans (between ages of 46-71), and 4% are USC's Half Century Trojans (ages 72+).

Physiological Characteristics

No aggregated data is available on the category of Alumni who most frequently participate in the volunteering programs. Still, the assumption is that they self-select themselves if they feel self-efficacious and comfortable with the requirements of the program. If they have a specific physical condition or learning differences that would hinder their participation, it is unlikely that they will choose to participate in a volunteer activity. For USC's half-century Trojans who wish to participate or attend the events, modified training modules, such as in-person instructions or designated assistant volunteers, would be considered depending on the program and the Volunteer Alumni's condition and benefit of engagement to the University and the Trojan community.

Task Analysis and Overall Learning Goal

Course Analysis

The overall goal of this course is to guide interested applicants how to become a volunteer for the available opportunities through the USC Alumni Association. The purpose of this course is to introduce various opportunities for involvement, provide the volunteers comparable onboarding experience and content to ensure the accuracy of transferred information and volunteers ability and confidence to represent the universities mission and vision as well as

the alumni Association's role in promoting the volunteer opportunities throughout their involvement with USC.

In acquiring information about various volunteering programs and the specific requirements and time commitment for each, the alumni are utilizing cognitive strategies to evaluate their interests, experience, skills, and expertise against the demand of each program. While gathering information about the volunteering opportunities, they practice the cognitive strategies to process the new learning material and connect them to previous experiences presented throughout the program to stipulate the best possible match for their current skills and interests. Therefore, the overall course is for volunteers to complete and submit the volunteer survey utilizing Gagne's cognitive strategies.

Course Outcomes

The overall goal of this course is for interested applicants to register for volunteer programs through the USC Alumni Association. By the end of the course, learners will be able to:

1. Articulate the mission and vision of the University of Southern California (Factual Knowledge - Understand)
2. Articulate the mission and vision of the USC Alumni Association (Factual Knowledge - Understand)
3. List and describe the available volunteering opportunities at USC's Alumni Association. (Factual Knowledge - Remember)
4. Identify and choose the volunteering program that best suits their skills, availability, and interests. (Metacognitive - Analyze)
5. Complete and submit the volunteer registration survey. (Procedural knowledge - Apply)

6. Increase their confidence in their ability to represent the University and the alumni association during the volunteering activities. (Motivation - self-efficacy)

Major Tasks. To complete and submit the volunteer registration survey, alumni must follow the tasks in the listed order.

1. Find a computer, tablet, or laptop with an internet connection and open a browser.
2. Navigate to the USC Alumni Association webpage.
3. Locate the page that introduces four volunteer opportunities.
4. Click on each opportunity and read the information and requirements.
- 5. Evaluate each opportunity's duties and requirements against their experience, skills, interest, and availability when comparing the different programs.**
6. Select one of the four volunteering programs to register.
7. Complete and submit the registration survey.

Ten large research universities' websites and related social media outlets were researched to collect information and existing data on current practices related to the alumni onboarding process and the opportunities for engagement. When available, the demographic and participation information was evaluated to gauge the level of engagement and the success of the available onboarding programs. Consultation with the SME, Matt DeGrushe, Director of Alumni Engagement at Rossier, commenced with an exploration of practical onboarding process requirements for USC Alumni and culminated in the formulation of eight sequential major tasks, scaffolded to support volunteers' learning needs. Evaluating available volunteering opportunities will be used to create the unit.

Unit Overview

The Alumni onboarding program aims to create a standardized and identical process for volunteers to assure that everyone has received the same information and the required knowledge and competency to have a positive engagement experience through the Alumni Association. The tasks are listed as they need to be performed in the actual implementation setting. Each step is built on the mastery of the previous task; therefore, performing and learning the tasks are essential for the success of the overall learning experience. The major task is the most complex and vital part of the course. It introduces volunteers to available opportunities and prompts them to analyze their skills and experience to find the program that best fits their interests and abilities. The major task is divided into eight units, including the introductory videos and four available volunteering programs at the USC Alumni Association, to support the cognitive load and reinforce the introduced skills.

List of Unites

Unit 1) Welcome Message from the University of Southern California

Unit 2) Welcome Message from the USC Alumni Association

Unit 4) Volunteer Program 1: “Share Your Expertise”

- Introduction
- Requirements
- Alumni Experience
- Participant Experience
- Learner’s inventory of skills, interests, time commitments, and personal/professional experience.

- Learner's ranking of the program from "good fit" to "bad fit" on a five Likert scale based on their skills and the program's requirements.

Unit 5) Volunteer Program 2: "Lead an Event"

- Introduction
- Requirements
- Alumni Experience
- Participant Experience
- Learner's inventory of skills, interests, time commitments, and personal/professional experience.
- Learner's ranking of the program from "good fit" to "bad fit" on a five Likert scale based on their skills and the program's requirements.

Unit 6) Volunteer Program 3: "Join a Committee"

- Introduction
- Requirements
- Alumni Experience
- Participant Experience
- Learner's inventory of skills, interests, time commitments, and personal/professional experience.
- Learner's ranking of the program from "good fit" to "bad fit" on a five Likert scale based on their skills and the program's requirements.

Unit 7) Volunteer Program 4: "Participate in USC Alumni Day of Service"

- Introduction
- Requirements

- Alumni Experience
- Participant Experience
- Learner’s inventory of skills, interests, time commitments, and personal/professional experience.
- Learner’s ranking of the program from “good fit” to “bad fit” on a five Likert scale based on their skills and the program’s requirements.

Unit 8) Learners’ final evaluation and choice of the program they want to enroll in is based on their assessment of each program and their skills.

Visual Overview

Table 1

USC Alumni Onboarding Unit Planning Grid

Topic and Time	Objectives and Outcomes	Activity	Assessment	Resources
Unit 1) Welcome Message from the University of Southern California (10 minutes)	Learners will be able to articulate the mission and vision of the University of Southern California	Watching a prerecorded welcome video by the President of the University	Answering a question about the alignment of their values with the mission and vision of the University	CMS or LMS and online content storage, recording equipment, video editing programs
Unit 2) Welcome Message from the USC Alumni Association (10 minutes)	Learners will be able to articulate the mission and vision of the USC Alumni Association.	Watching a prerecorded welcome video by the Associate Vice Chancellor of Alumni Relations	Answering a question about the alignment of their values with the mission and vision of the Alumni Association	CMS or LMS and online content storage, recording equipment, video editing programs

<p>Unit 3) Introducing different ways of engagement with the university and the four volunteering programs. (10 minutes)</p>	<p>Learners will list and describe the available volunteering opportunities and various engagement methods at USC's Alumni Association.</p>	<p>Watching pre-recorded videos of the current alumni volunteers at the events. Some interviews and external links to other engagement opportunities through other departments (such as the career center)</p>	<p>A prompt about evaluating if volunteering is still the best engagement option for them after learning about and reviewing other opportunities to get involved with the University as alumni</p>	<p>CMS or LMS and online content storage, recording equipment, video editing programs</p>
<p>Unit 4) Volunteer Program 1: "Share Your Expertise" (15 minutes)</p>	<p>Learners will assess and rank the program based on the presented information and requirements to determine if it is a good fit according to their interests, experience, skills, and time commitment.</p>	<p>Watching a video of a presenter (alumni or staff of the Alumni Association) introducing the program, the preferred experience and expertise to be successful, and videos and photos of the events.</p>	<p>Learners are prompted to write/state their personal and professional experience, skills, and abilities that match the requirements of the program. They are also asked to consider their interests and time commitment in consideration of the program commitment requirements</p>	<p>CMS or LMS and online content storage, recording equipment, video editing programs</p>

<p>Unit 5) Volunteer Program 2: “Lead an Event” (15 minutes)</p>	<p>Learners will assess and rank the program based on the presented information and requirements to evaluate if it is a good fit according to their interests, experience, skills, and time commitment.</p>	<p>Watching a video of a presenter (alumni or staff of the Alumni Association) introducing the program, the preferred experience, and expertise to be successful, and videos and photos of the events.</p>	<p>Learners are prompted to write/state their personal and professional experience, skills, and abilities that match the requirements of the program. They are also asked to consider their interests and time commitment in consideration of the program commitment requirements.</p>	<p>CMS or LMS and online content storage, recording equipment, video editing programs</p>
<p>Unit 6) Volunteer Program 3: “Join a Committee” (15 minutes)</p>	<p>Learners will assess and rank the program based on the presented information and requirements to determine if it is a good fit according to their interests, experience, skills, and time commitment.</p>	<p>Watching a video of a presenter (alumni or staff of the Alumni Association) introducing the program, the preferred experience and expertise to be successful, and videos and photos of the events.</p>	<p>Learners are prompted to write/state their personal and professional experience, skills, and abilities that match the requirements of the program. They are also asked to consider their interests and time commitment in consideration of the program commitment requirements.</p>	<p>CMS or LMS and online content storage, recording equipment, video editing programs</p>

<p>Unit 7) Volunteer Program 4: “Participate in USC Alumni Day of SCervice” (15 minutes)</p>	<p>Learners will assess and rank the program based on the presented information and requirements to evaluate if it is a good fit according to their interests, experience, skills, and time commitment.</p>	<p>Watching a video of a presenter (alumni or staff of the Alumni Association) introducing the program, the preferred experience, and expertise to be successful, and videos and photos of the events.</p>	<p>Learners are prompted to write/state their personal and professional experience, skills, and abilities that match the requirements of the program. They are also asked to consider their interests and time commitment in consideration of the program commitment requirements.</p>	<p>CMS or LMS and online content storage, recording equipment, video editing programs</p>
<p>Unit 8) Learners’ final evaluation and choice of the program they want to enroll in based on their assessment of each program and their skills. (15 minutes)</p>	<p>Identify and choose the volunteering program that best suits their skills, availability, and interests.</p>	<p>A short video summarizing the requirements of each program in a bullet point format is presented</p>	<p>Learners are prompted to compare and analyze all four programs against their self-evaluation on the Likert scale and choose the program they want to enroll in. They are also asked to reiterate why they chose that program.</p>	<p>CMS or LMS and online content storage, recording equipment, video editing programs</p>

Table 2

Scope and Sequence (Appendix A)

Scope and Sequence Table for the “Share Your Expertise” Module

Lesson Analysis

This lesson analysis focuses on alumni candidates selecting one of the four volunteering programs to sign up. This task is essential since it requires a metacognitive process and is the most critical step in becoming a volunteer. If candidates choose an opportunity aligned with their interests, skills, and expertise, they are more likely to have a positive experience, remain engaged through the alumni Association and encourage volunteering by setting a successful example. Per Gagne's learning outcomes, this task is categorized under the cognitive strategies section since the learners need to incorporate their prior knowledge, new knowledge with a great deal of self-reflection to choose a program that best suits them successfully. A detailed cognitive task analysis creates clear guidelines in planning the lesson to ensure that the volunteers were provided with all the necessary information to make an informed decision.

Matt DeGrushe, the Director of Alumni Engagement at Rossier School of Education, was consulted as the SME to guide the outlining process of the cognitive task analysis for the Alumni Onboarding Course. He was selected as the SME due to his recent experience as the Director of Alumni Engagement at Rossier School of Education and liaison between Rossier and the USC Alumni Association. Moreover, he is a Rossier alumnus and has over 15 years of professional work experience at the USC Gould School of Law and Marshall Business School.

Terminal Learning Objective

Given the alumni's interest in participating in the Alumni Association, they will need to evaluate each opportunity's duties and requirements against their experience, skills, interest, and availability when comparing the different programs.

Cue

Identifying the right program to volunteer begins as soon as they have read the information and requirements for each opportunity.

Condition

To find a location equipped with internet access and a device such as a computer, tablet, or laptop with a commonly installed browser to navigate the USC Alumni Association's web page.

Standards

Learners must be accurate and truthful about current skills and past work and volunteer experiences.

Equipment

The supplies and materials required of the task include a device such as a computer, tablet, or laptop to connect to the internet and a standard browser—a location with internet access.

Cognitive Task Analysis

The chosen CTA task is for Alumni to evaluate each opportunity's duties and requirements against their experience, skills, interest, and availability when comparing the different programs. The CTA outlines the action and decision steps needed to complete the review process for each volunteering opportunity to make the most informed decision in signing up for one program that is most compatible with their interests, skills, availability, and professional background.

1. Go to the USC Alumni Association webpage.
 - a. If alumni are familiar with the Alumni Association, organizations' activities, management team, and staff, mission, and vision for involving the alumni and

the goals for the volunteering program, then they can proceed to the “get involved” page.

- b. If they are not familiar with the Alumni Association’s overall goal, activities, and management team, then they should proceed with reading the main webpage and learn more about the organization, the mission, and vision, and the goal for the establishment of the volunteering programs to involve alumni with the school.
2. Go to the “Get Involved” page and click on the “Share Your Expertise” opportunity to read about the requirements and specific qualifications.
 - a. If the alumni have participated in the “Share Your Expertise” program as a student or former presenter, then they can compare the requirements of the opportunity against their interest, skills, personal and professional experience, and available time to evaluate if this activity is a good fit for them at this time. After evaluation, they will choose to keep this option as a possible involvement choice or exclude it from their final decision.
 - b. If they have not participated in this experience, then they will read about the requirements, skills, and expertise for this opportunity to be able to evaluate if this activity is a good fit for them. After evaluation, they will choose to keep this option as a possible involvement choice or exclude it from their final decision.
 3. Return to the “Get Involved” page and click on the “Lead an Event” opportunity to read about the requirements and specific qualifications.

- a. If the alumni have participated in the “Lead an Event” program as a student or former presenter, then they can compare the requirements of the opportunity against their interest, skills, personal and professional experience, and available time to evaluate if this activity is a good fit for them at this time. After evaluation, they will choose to keep this option as a possible involvement choice or exclude it from their final decision.
 - b. If they have not participated in this experience, then they will read about the requirements, skills, and expertise for this opportunity to be able to evaluate if this activity is a good fit for them. After evaluation, they will choose to keep this option as a possible involvement choice or exclude it from their final decision.
4. Return to the “Get Involved” page and click on the “Join a Committee” opportunity to read about the requirements and specific qualifications.
 - a. If the alumni have participated in the “Join a Committee” program as a student or former presenter, then they can compare the requirements of the opportunity against their interest, skills, personal and professional experience, and available time to evaluate if this activity is a good fit for them at this time. After evaluation, they will choose to keep this option as a possible involvement choice or exclude it from their final decision.
 - b. If they have not participated in this experience, then they will read about the requirements, skills, and expertise for this opportunity to be able to evaluate if this activity is a good fit for them. After evaluation, they will choose to

keep this option as a possible involvement choice or exclude it from their final decision.

5. Return to the “Get Involved” page and click on the “Participate in USC Alumni Day of SService” opportunity to read about the requirements and specific qualifications.
 - a. If the alumni have participated in the “Participate in USC Alumni Day of SService” program as a student or former presenter, then they can compare the requirements of the opportunity against their interest, skills, personal and professional experience, and available time to evaluate if this activity is a good fit for them at this time. After evaluation, they will choose to keep this option as a possible involvement choice or exclude it from their final decision.
 - b. If they have not participated in this experience, then they will read about the requirements, skills, and expertise for this opportunity to be able to evaluate if this activity is a good fit for them. After evaluation, they will choose to keep this option as a possible involvement choice or exclude it from their final decision.
6. Compare the four programs based on their skills, interests, and experience to find the most compatible programs.
 - a. If they have already found the program that they would like to register for, then they can move forward with completing the registration form.
 - b. If they are not able to decide, then they should consider additional factors such as relevance to their career and professional growth, networking

opportunities in the industry of interest, and level of self-efficacy for participating in each program.

- c. If they are still unable to make a final decision, they might consider speaking with colleagues or former classmates who have participated in the programs or similar events and ask for their experience.

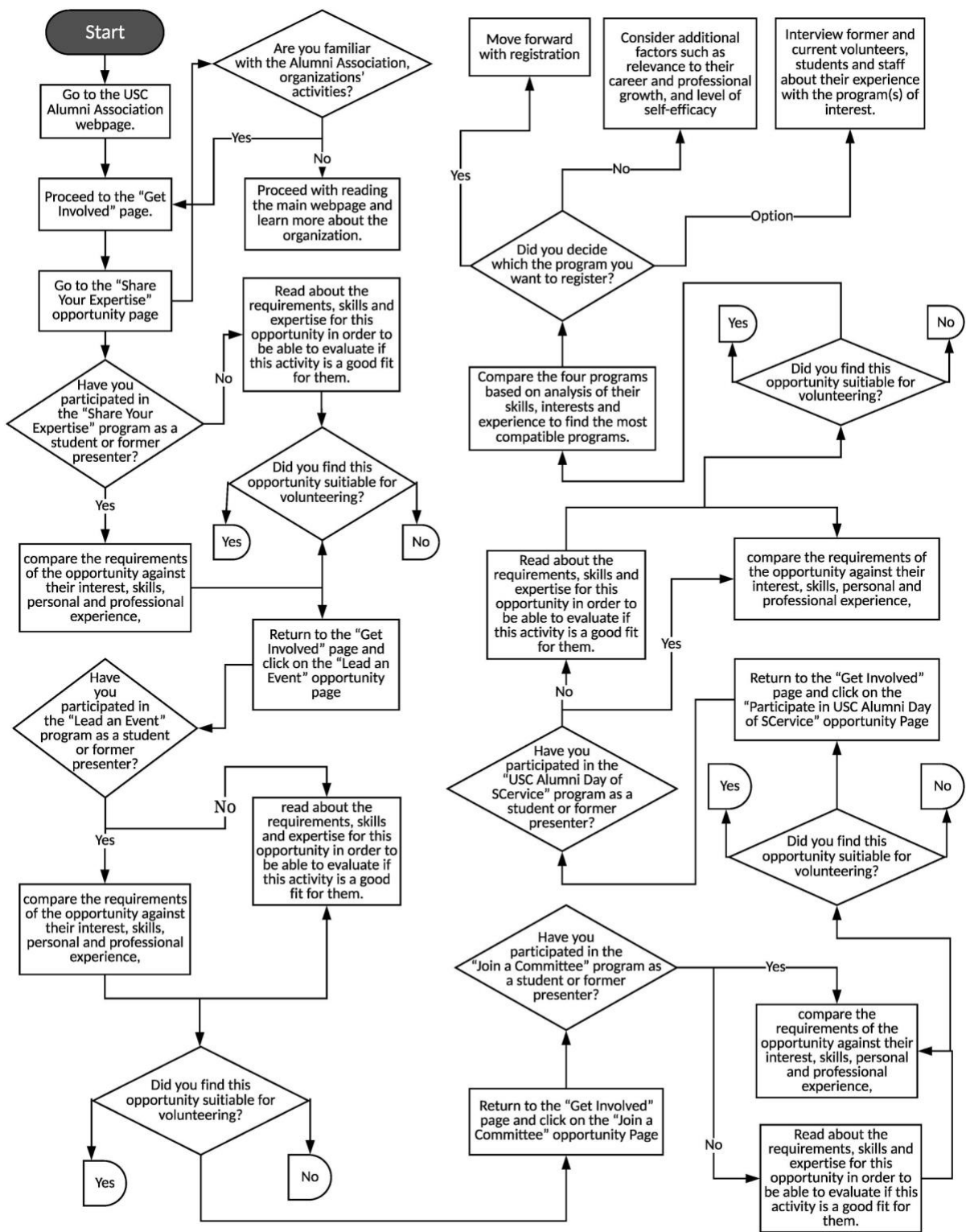


Figure 1.***Cognitive Task Analysis Action and Decision Steps Flowchart.*****Prerequisite Analysis**

1. Go to the USC Alumni Association webpage.
 - a. Recall how to operate a computer/tablet.
 - b. Identify the browser icon
 - c. Use the browser to navigate the web
 - d. Remember the USC Alumni Association's web address
2. Go to the "Get Involved" page and click on the "Share your expertise" opportunity to read about the requirements and specific qualifications.
 - a. Identify the link to the "get involved" page.
 - b. Locate the link to the "Share your expertise" page.
 - c. Differentiate the requirements and qualifications of the volunteering opportunity
 - d. Evaluate their professional, educational, and volunteering background, interests, and time commitment, considering the available opportunity.
 - e. Compare their experience with the requirements of the volunteering opportunity.
3. Return to the "Get Involved" page and click on the "Lead an Event" opportunity to read about the requirements and specific qualifications.
 - a. Identify the link to the "get involved" page.
 - b. Locate the link to the "Lead an Event" page.
 - c. Differentiate the requirements and qualifications of the volunteering opportunity
 - d. Evaluate their professional, educational, and volunteering background, interests, and time commitment, considering the available opportunity.

- e. Compare their experience with the requirements of the volunteering opportunity.
4. Return to the “Get Involved” page and click on the “Join a Committee” opportunity to read about the requirements and specific qualifications.
 - a. Identify the link to the “Get Involved” page.
 - b. Locate the link to the “Join a Committee” page.
 - c. Differentiate the requirements and qualifications of the volunteering opportunity
 - d. Evaluate their professional, educational, and volunteering background, interests, and time commitment, considering the available opportunity.
 - e. Compare their experience with the requirements of the volunteering opportunity.
5. Return to the “Get Involved” page and click on the “Participate in USC Alumni Day of SService” opportunity to read about the requirements and specific qualifications.
 - a. Identify the link to the “get involved” page.
 - b. Locate the link to the “Participate in USC Alumni Day of SService” page.
 - c. Differentiate the requirements and qualifications of the volunteering opportunity
 - d. Evaluate their professional, educational, and volunteering background, interests, and time commitment, considering the available opportunity.
 - e. Compare their experience with the requirements of the volunteering opportunity.
6. Compare the four programs based on their skills, interests, and experience to find the most compatible programs.
 - a. Summarize the overall goals, requirements, and expectations of each volunteering opportunity.
 - b. Assess their interest, abilities, experience, and time commitment concerning the requirements of the volunteering programs.

- c. Rate the programs from the most compatible to least compatible according to their assessment of program requirements and their preference.
- d. Prepare the required information for the most compatible program to submit a volunteer sign-up form.

Learning Objectives for One Lesson

The terminal learning objective for this CTA task is to have the Alumni volunteers evaluate each opportunity's duties and requirements against their experience, skills, interest, and availability when comparing the different programs. The learning objectives stated below and the terminal objective of the course, which is signing up for a volunteering program through the USC Alumni Association, is created and delivered in a linear model to support the course outcome. Without exploring and differentiating available programs, alumni cannot make an informed choice and, in turn, finalize their decision for volunteering.

Terminal Learning Objective

Given the alumni's interest in partnering with the Alumni Association, they will need to evaluate the duties and requirements for each volunteering programs against their experience, skills, interest, and availability.

Objective 1. Articulate the value of the "Share Your Expertise" volunteering.

Objective 2. Identify the engagement and partnership opportunities available through the "Share Your Expertise" program.

Objective 3. Identify the skills and requirements for having a mutually beneficial volunteering experience in the chosen programs

Objective 4. Implement the information about the volunteering program and skills and competencies to evaluate the strategy for the compatibility of the program.

Objective 5. Analyze if their past and current experience, expertise, interests, and time commitment are in line with the requirements of this program

Objective 6. Assign a cumulative numerical rating to this program that indicates their evaluation of its alignment with their skills, interests, experience, and availability.

Assessment of Learning During Instruction

An instructional strategy is developed to address a learning gap, and the progress toward closing the gap is monitored through pre-assessment, formative assessment, and summative assessment. Data collection regarding the effectiveness of the instructional solution in different stages of implementation is crucial since designers want to assess 1) if the learners can comprehend the material from the course content (formative assessment) and 2) if they can apply the acquired skills to the context (summative assessment) to achieve the organizational impact (Smith & Ragan, 2005). Frequent feedback assists with addressing any instructional issues and directs the learners toward achieving the desired learning outcomes.

Overview of Approach to Assessment

The USC Alumni Onboarding Program provides the interested alumni applicants the essential information, skills, and competencies required for four available volunteering opportunities. The assessment and evaluation plan follows the 4 levels of the New World Kirkpatrick Model. Levels One and two assess the learner's reaction to the instruction and the accuracy and amount of intended information acquired by the learners. Levels three and four evaluate the organizational impact through the transfer of learned information.

The USC Alumni Onboarding program guides the learners to choose a suitable volunteering program considering their skills, interests, and availability, leading to a fulfilling experience throughout their partnership with the Alumni Association. This course implements a

criterion-referenced or objective-referenced assessment to evaluate the effectiveness of the instructional design. The overall assessment approach determines each volunteer's competence after completing the course and identifies the gaps in knowledge for remediation.

This course intends to promote positive experience by transfer of factual and procedural knowledge to the context of the volunteering programs, strengthening the Trojan's connection with the University and the sense of community among volunteers. The Alumni Association is the most significant revenue-generating partner for the university advancement office. Therefore, the level of engagement and retention directly impacts the dollar amount of alumni donations received by the advancement office.

Assessment for One Lesson

This assessment and evaluation plan is formulated for the "Share Your Expertise" lesson, where alumni candidates are introduced to one of the four volunteering programs. It is the third module of the eight-module, asynchronous, linear course. The first two modules introduce the university and the Alumni Association's Mission and vision in the volunteering opportunities serving the Trojan family and the community. Similar lessons are available for the remaining three programs: "Lead an Event," "Join a Committee," and "Participate in USC Alumni Day of Service."

Entry Level Skills

The "Share Your Expertise" lesson is the third module of the eight-module, asynchronous, linear course. The first two modules introduce the university and the Alumni Association's Mission and vision in the volunteering opportunities serving the Trojan family and the community. Learners' understanding of the University and Association's mission and vision is required to successfully evaluate the "Share Your Expertise" opportunity concerning their

skills, interests, experience, and time commitment. To assess the comprehension of the entry-level skills, the learners will complete the following open-ended questions in the form of recall items to evaluate their declarative knowledge presented in Modules one and two and prerequisite for Module three:

1. State the USC's and Alumni Associations mission and vision from the first and second modules.
2. State the four available volunteering opportunities available through the Alumni Association
3. State the benefits and drawbacks of choosing a volunteering program That does not align with their values, skills, and time constraints.

Pre-Assessments

The overall goal of this lesson is to introduce the “Share Your Expertise” volunteer program and demonstrate the necessary skills and competencies required to be successful in volunteering for this program. The pre-assessment will combine multiple-choice, Likert-scale rating, choice ranking, and open-ended questions.

1. Have you participated in Alumni Career Panels or Mentorship Programs as a USC student?
 Yes No
2. How do you think your participation will impact students who attend the events and workshops to learn from your experience and expertise?
3. How many years of experience do you have in public speaking, mentoring, coaching, student advising, and similar fields?

A. 0 - 2 Years B. 3 - 5 Years C. 6 - 9 Years D. 10 + Years

4. On a scale of 1-5, 1 being absolutely disliked and five absolutely enjoying, please rank how much you *enjoy* the following skills and activities?

	<i>1</i> <i>Absolutely</i> <i>Dislike</i>	<i>2</i> <i>Somewhat</i> <i>Dislike</i>	<i>3</i> <i>Neither</i> <i>Enjoy nor</i> <i>Dislike</i>	<i>4</i> <i>Somewhat</i> <i>Enjoy</i>	<i>5</i> <i>Absolutely</i> <i>Enjoy</i>
Career Counseling					
Academic Advising					
Coaching					
Mentoring					
Communication					
Presentation					
Interpersonal Relationships					
Networking					
Public Speaking					
Cultural Competency					

Retrieval Practice and Self-Regulation

The 3rd module introduces the “Share Your Expertise” volunteering opportunity and various events and programs that provide opportunities for engagement. As the module progresses with the required skills, impact of the program, and videos from current and former volunteers and participants, the course implements retrieval practice in the form of spaced

questions that references the pre-assessment knowledge and the new information. The following test items are a sample of questions to be used in the final project:

1. The “Share Your Expertise” volunteering program provides various engagement and mentoring opportunities for USC Alumni. What are some of the long-term impacts of the program based on the students and volunteer feedback videos?
2. This course presented specific skills and expertise identified by volunteers and students that contributed to a mutually beneficial and fulfilling experience in this program.
List the skills.
3. The volunteering program relies heavily on volunteers’ mentoring and career advising skills. How many years of experience do you have in those fields?

Post-Assessments

The immediate, short-term observation to assess the effectiveness of the overall program is to determine the learner’s competency to evaluate the program’s compatibility with their interests, skills, ability, and time commitment. The following questions are in the form of multiple-choice, fill-in-the-blank, and open-ended short answers that assess the lower cognitive order knowledge, such as “remember” and “understand,” and the higher-order processes such as “analyze” and “create” (Anderson & Kratwhol, 2006).

1. The “Share Your Expertise” volunteering program has been one of the most impactful interventions through the USC Alumni Association to provide opportunities for social mobility and career advancement for USC students. Which skills and competencies does the program rely heavily on in its Alumni volunteers to achieve its mission?
 - A. Public Speaking
 - B. Professional Development

C. Student Mentoring and Coaching

D. Research and Analytic

2. The module introduced multiple events and opportunities for involvement through this volunteering program. What are some of the activities that interested you the most?
3. Based on the requirements, activities, and time commitment presented in this module, rate this program on a scale of 1-5 as five being *most compatible* and one being *least compatible* concerning your skills, expertise, interests, and availability.

Table 3***Anderson and Krathwohl table***

The Knowledge Dimension	The Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual Knowledge	O1 A1					
B. Conceptual Knowledge		O1 A2	O3 A3			
C. Procedural Knowledge				O4 A3		
D. Metacognitive Knowledge					O5 A4	O6 A5

Note. O = Objective, A = Assessment

Learning Activities**General Approach**

The purpose of this course is to introduce the USC Alumni Association, available engagement opportunities through the volunteering program, and provide a comprehensive

overview of each program's responsibilities, skills, and time commitments to allow for informed decision-making on the interested alumni volunteers' part. However, the course might seem to be following a supplantive strategy due to the amount of information relayed on the learner, the metacognitive nature of most activities, and the responsibility on the learners' part to moderate their progress and final decision making. Accumulating required knowledge before moving forward with an activity requiring significantly higher cognitive effort is how this course addresses the cognitive load.

Learner Characteristics and Prior Knowledge

Learners in this group have at least a bachelor's degree, the equivalent of four years of college education, and are moderately competent in operating computers and the internet. They can also understand abstract concepts and reasoning provided in the content about volunteering and presenting the University and the Alumni Association (Santrock, 2019). Since volunteers are USC alumni, they are familiar with the University, the Alumni Association, and a volunteering opportunity through advertisement or participation as students. They might also be introduced to the alumni Association's available volunteering programs through their peers who are currently volunteering or have had experience as a volunteer or attendee of any of the programs.

Cognitive Load Theory

The course will introduce the alumni Association and present the mission and vision of the volunteering programs at the beginning to reduce the extrinsic load. It is presumed that the applicants are familiar with the Alumni Association and the University as a whole, as the course will assure that the learners have the foundational knowledge required to move forward and learn about the specific requirements of each volunteering program without the need to simultaneously learn about how these requirements align with the mission and vision of the alumni Association

and intern with the overall mission of USC. The course introduces the volunteering programs separately to increase the intrinsic load while reducing the extrinsic load. This type of scaffolding provides the learners with time and space to digest the information about one program before moving on to the next. The learners also have the time and cognitive capacity to compare their skills, interests, abilities, and time commitment to each volunteering program's requirements without overloading information about other programs.

Instructional Strategies

The overall instructional approach for their scores is generative. Learners have self-selected themselves to volunteer for the Alumni Association and have proactively reached out to receive additional information for the available programs. This course aims not just to provide information but to help the volunteers choose the most compatible program according to their interests, skills, professional experience, and time commitment. Most of the learning activity that yields the desired outcome is metacognitive and happens because of learners' generated responses to the instructional materials.

Specific Approach

The volunteer onboarding program incorporates the Guided Experiential Learning (GEL) design system to develop instructional activities. GEL is the most research-based strategy implemented at the unit level. It includes Merrill's (2002) five instructional principles with specific guidelines to produce learning activities with relevant skills and measurable outcomes (Clark, Yates, Early & Moulton, 2009.). This module implements generative instructional strategies to encourage higher cognitive processes in response to the information provided in the course. Considering that volunteers have made an active choice to participate in the course, the goal of this unit is to demonstrate the value of the "Share Your Expertise" program and prompt

the process of skills analysis and self-evaluation for learners to assess if this program is a suitable match for them.

Stimulate Motivation

This course will stimulate motivation by presenting a short welcome video by the USC President and the Director of the Alumni Association, where they are welcomed to the alumni family for life, learn about the benefits of being part of the global network, and hear from their peers who have participated in various programs through the association. The impact of the Trojan family on the community and student success through available programs demonstrates the gravity of their choice.

Inform Learner of Purpose and Objectives

The course presents the objective in the form of text on screen: "The goal of this course is to provide you with the required information about the University and the Alumni Association as well as the four available volunteering opportunities so that you will be able to 1) present the University and the alumni Association with confidence and accurate information, and 2) be able to choose the most compatible volunteering opportunity through introduction of each programs unique requirement in comparison to your interest, skills, personal and professional experience and time commitment."

Provide Overview

The narrator will start the preview with a question: "Have you ever participated in any volunteering programs as a student?" "How much do you know about the University and the Alumni Association's mission and vision?"

Stimulate Recall of Prior Knowledge. The narrator asks the learners to recall the last time when they were job hunting. Then the learners are prompted to write the most important factors that they consider when screening the job postings.

Present Analogies and Metaphors. The narrator presents an analogy of finding the best fit for volunteering opportunities as finding a pair of shoes that fit us best. If we like our shoes, if they are the right size, and are comfortable, we will have an excellent experience whenever we decide to wear them. Furthermore, the chances are that we will choose to wear those shoes over other pairs more often. Suppose we have selected appropriate and well-suited volunteering opportunities that fit our skills, education, personal and professional experience, and availability. In that case, we will have a great experience throughout the program and or more likely to return for more opportunities. We will also be the ambassadors for recruiting new volunteers.

Guide or Suggest Learning Strategies. The course presents a video of alumni volunteers speaking about the benefit of going through each program, taking notes on the required skills in time commitment, and making an inventory of personal skills, experience, and time commitment to compare the requirement of each program.

Present Information and Examples for Prerequisite Knowledge

The lesson introduces the information about the four volunteering opportunities available through the USC alumni Association by a series of videos narrated by alumni currently volunteering in the program, with an introduction from the Alumni Association's director.

Observe Demonstration

Since this is an asynchronous course, there is no live instructor to observe the knowledge transfer of students' metacognitive strategies in comparing their experience with the requirements of each volunteering opportunity. The course prompts the learners through a written message to

create a comparison method to analyze their understanding of requirements for each volunteering opportunity after watching the introductory video in making a match with their preferences and skills.

Practice

The course is structured to move through modules freely and access any of the instructional videos they need to strengthen their decision-making.

Evaluate

Learners are asked by either a narrative or a written prompt to evaluate their understanding of the overall structure, purpose, and the requirements of the four volunteering programs available through USC Alumni Association, and assess the quality of their decision making to find the most appropriate volunteering program by going through this course.

Transfer Learning / Enhance Transfer

Video from higher-level management in USC's student affairs, such as the Associate Vice Provost or the Dean of Students, will present a personal story or management-related application of self-awareness and decision-making based on individual strengths, interests, and honoring commitments Beyond the scope of the volunteering experience at hand.

Conduct Authentic Assessment

Learners asked several questions about their experience and their ability to discern the skills that each volunteering program needs and their skills and strengths that best suit each program. They will also be asked if the course provided clarity on the programs and increased their confidence in choosing the one that will have the most positive and rewarding experience while contributing to the Trojan family.

Big Idea

The narrator reintroduces the purpose of volunteering in the “Share Your Expertise” program and the impact that their participation will have on students’ personal and professional development; Emphasizing the importance of finding the right program to volunteer to provide a mutually fulfilling and beneficial experience for students, the University and themselves.

Advance Organizer for the Next Unit

The module reminds the learners that the “Share Your Expertise” is just one of the four volunteer programs available at the USC Alumni Association. The next module will discuss the “USC Alumni Day of Service.”

Learning Activities

Table 4

Learning Activities for Module Three: “Share Your Expertise”

Instructional Sequence	Min	Specific Learning Activity Description	Instructor Action/Decision (Supplative)	Learner Action/Decision (Generative)
Gain Attention	5	Ask volunteers to answer a multiple-choice question about why first-year students choose to go to college? Based on NERI Data.	A guiding written sentence asks the question: Why do you think most first-year students choose to go to college? After choosing the response, the narrator welcomes the learners to the third module and follows up on the answer to the multiple-choice question in the “Gain Attention” Section that 87%	Learners read the question and answer a multiple-choice question. Learners will know the correct answer and will listen or read the information.

			<p>of freshmen choose to go to college to find a better job! Therefore, sharing your expertise with fellow Trojans and students is valued and impactful.</p>	
Learning Objectives	3	<p>The learning objectives are communicated as bulleted text on the screen. The objectives of this module are as follows:</p> <ol style="list-style-type: none"> 1. Recall the mission of USC and Alumni Association in relation to volunteering and public service. 2. Identify the programs and opportunities to share your expertise with fellow trojans through the Alumni Association. 3. Understand the program's impact and previous volunteers' experience through their involvement with the various programs 4. Identify the skills and requirements for having a mutually beneficial volunteering experience in the chosen programs 5. Analyze if their past and current experience, expertise, 	<p>The course guides the learners to the learning objective section in the form of a bulleted list.</p>	<p>The learners read the learning objective and move to the next section</p>

		<p>interests, and time commitment are in line with the requirements of this program</p> <p>6. Assign a final cumulative score to this program that is based on the compatibility of the program's requirement with your skills, expertise, interests, and availability.</p>		
<p>Reasons for Learning Benefits.</p> <p>Risks Avoided.</p>	1	<p>Learners analyze a chart that displays critical reasons for going to college for 2019 incoming freshmen in the US with the percentage of student responses. They are also presented with facts and figures about the students' major choices and career aspirations.</p>	<p>The course guides the learners to move forward and presents a bar chart with 8 CIRP freshman Norms Survey about the essential factors for choosing to go to school and the percentage of students' responses.</p> <p>In the next section, a text quotes a portion of the CIRP survey that "There is a significant misalignment between students choosing a major and career aspirations," emphasizing the importance of the alumni volunteers' choice</p>	<p>Learners read the content about the benefits and the risks of learning the content and reflect on their impact and benefits of engagement through the "Share Your Expertise" Program.</p>

			to share their experience.	
Overview: a. Review/Recall prior knowledge	1	The course reminds the learners from the previous module that there are so many ways to get engaged, and this module will guide them through one of these programs and how to make an informed choice.	A quote from the alumni Association's website informative text on the screen appears That states, "We offer many valuable and fun volunteering opportunities making it easy to connect with the University and your fellow Trojans. Find one that's right for you!"	Learners read the quote over the image of alumni speaking on a panel and think about the positive impact of getting engaged with the University through a compatible volunteering program.
b. Describe what is new (to be learned)	2	The course continues to emphasize the importance of an informed choice by aligning the skills, interests, expertise, and time commitment of the alumni volunteers (learners) with the requirements of this program. Then, the module will highlight the specific programs and involvement opportunities that the volunteers can share their expertise with the students and the Trojan network.	The module provides an overview of the module and what is to come next in the form of text on screen: "By following this module, you will learn about the available opportunities for engagement and desire skills. You will also get the resources to evaluate your skills and interests in the context of the program's requirements to evaluate if this is	The learners are prompted to read the overview of the module and the following section that lists the available opportunities for engagement.

			<p>the right fit for you. Now, let's learn about the ways you can share your expertise first!”</p> <p>Next, the course presents four involvement opportunities through the “Share Your Expertise” program that volunteers can choose to share their expertise inform of bulleted paragraphs (text on the screen)</p>	
c. Describe/Employ learning strategies	10	The course guides the learners to read through the detailed description of each involvement opportunity, learn about the specifics of the program and the point of contact should they decide to learn more or sign up to volunteer.	The module provides in-depth information on each opportunity for involvement in the “Share Your Expertise” program in separate sections.	Learners read the information about each opportunity for involvement, save the contact information for their reference, and bookmark the external links provided regarding each program.
Teach/process prerequisite knowledge (the “what”) (Declarative knowledge, concepts, processes, principles)	5	<p>Objective 1: Recall the mission of the university, the Alumni Association concerning to the "Share Your Expertise" program.</p> <p>Objective 2:</p>	The module highlights the importance of engagement with the Trojan network and compatibility of the volunteering program in	Learners scroll through the text and read the bulleted paragraphs on the engagement opportunities through the “Share Your

		<p>Identify the opportunities available to serve as a mentor and panel speaker and various campus organizations to participate in the "Share Your Expertise" program.</p> <p>Objective 3: Understand the program's impact and previous volunteers' accomplishments through the community and former USC students.</p>	<p>multiple sections as a heading, text on image, and program description. (Objective 1)</p> <p>In sections "Speak at an Event," "Mentor a Student or Alumni," and "Offer Industry Experience," the module elaborates on the available opportunities for engagement and the points of contact for registration. (Objective 2)</p> <p>In the detailed description for each event/program, the previous programming structure and impact of former volunteers are mentioned. (Objective 3)</p>	<p>Expertise" program.</p> <p>Then they click on the continue button and go through each program and reach the information in the form of heading and paragraph. They watch one introductory video on USC Career Network in the "Mentor a Student or Alumni" section</p>
<p>Demonstrate procedures ("how to") (Procedural knowledge)</p>	<p>15</p>	<p>Objective 4: Implement the information about the volunteering program and their skills and competencies to create an evaluation strategy for the compatibility of the program.</p>	<p>After introducing all four opportunities for involvement, the section titled "Is this the Right Fit for You?" introduces the desired skill and proficiencies for</p>	<p>Learners progress to the "Is this the Right Fit for You?" section and read the desired skills for SYE module and start the learning activity</p>

		<p>Objective 5: Analyze if their past and current experience, expertise, interests, and time commitment are in line with the requirements of this program</p> <p>Objective 6: Assign a final cumulative score to this program that is based on the compatibility of the program's requirement with your skills, expertise, interests, and availability.</p>	<p>success in the “Share Your Expertise” program. The section provides the name of the skills accompanied by the definition and a visual representation. (Objective 4)</p> <p>The following section provides the learners with a downloadable Skills Analysis Worksheet and provides instructions on how to rate their skills and assign a cumulative compatibility score to the program. (Objective 5 and 6)</p>	<p>to read more about each skill.</p> <p>After completing the “Desired Skills for Volunteering in SYE Program,” the learners go to the “Skills Self-Assessment” section to download a PDF Worksheet and rate their level of competency and interest in the skills provided. They follow the worksheet’s instructions to calculate a cumulative compatibility score for the program based on their skills rating.</p>
Provide practice and feedback/Practice and evaluate feedback	10	Skills Analysis Worksheet is completed after learning about the opportunities for involvement, requirements of the program, and the desired skills’ definition.	The module recommends learners complete the skills analysis self-evaluation worksheet and reference the previous modules if they need to remember any part of the content to be able to accurately rate	The learners read the instructions on the module and download the PDF document. Then read the instructions on the PDF and complete the worksheet by self-rating the provided skills.

			<p>their skills and assign the cumulative compatibility score.</p> <p>The Skills Self-Evaluation Worksheet has instructions on ratings and calculating the final score.</p>	<p>Finally, assign a final cumulative score to the SYE program as instructed in the worksheet.</p>
Authentic assessment/ Assess learning	5	<p>Knowledge check questions are provided at the end of the module to assess learners' understanding of the instructional content.</p>	<p>The module provides 4-5 questions in the form of multiple-choice, multiple selections, matching, and fill in the blanks to assess learners' comprehension of the material. The assessment is just undergraduate, untimed questions with two attempts to find the correct answer. The Automated Adaptive Feedback is programmed for each question to provide an appropriate response for each answer selection.</p>	<p>Learners complete the "Knowledge Check" section at the end of the module to assess their understanding of the "Share your Expertise" program and receive programmed automated feedback in response to each answer.</p>
Retention and Transfer	2	<p>The course provides a reminder about completing and saving</p>	<p>The module provides a "Notes" section</p>	<p>Learners ensure that they have completed the</p>

		the “Skills Self-Assessment Worksheet” for the “Share Your Expertise” program and ensuring its accessibility.	and reminds the learners to complete and save the “Skills Self-Assessment Worksheet.” The Notes section explains in text on screen format that each upcoming program offers a Self-Assessment worksheet specific to the skills for each volunteering opportunity they will be their guide in choosing the most compatible volunteering program.	skills self-assessment worksheet and have assigned the final compatibility score to the SYE program.
Big Ideas	1	The USC Alumni Association offers so many different opportunities for engagement! But the volunteers do not stay active if they have chosen a program without considering their preferences and strengths.	The module emphasizes the importance of the Skills Self-Assessment Worksheet and explains each skill in detail.	Learners follow along with the guided module.
Advance Organizer for the Next Unit	1	The course signals the completion of the module and directs the learner’s attention to the next module.	The module provides a text that states: “Congratulations! You completed the Share Your Expertise program introduction. Next, we are going to introduce	Learners reach the module completing text and click on the link to start the next module “Lead an Event.”

			<p>the Lead an Event and the recommended skills for that program! Let's see what you think about that as a volunteering program candidate!”</p> <p>And directs the learners to the link to the next module.</p>	
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Media Selection

The USC Alumni Volunteer Onboarding course is a virtual, asynchronous course designed to provide consistent and accurate information on Alumni Association’s volunteering opportunities and guide the volunteers to choose the program that fits best with their competencies, skills, expertise, and time commitment. The course is virtual to address the barrier of location since USC has Alumni in many states and countries.

The Asynchronous module addresses the schedule conflict and provides an individualized yet consistent experience for all volunteers across all available programs. The media selection in this instance was not impacted by the COVID-19 pandemic and the surge of virtual instructional development to address the restrictions of social distancing; It was guided by the instruction problem and the learners' needs analysis.

This section elaborates on the distinction between the instructional methods and instructional media, delineates the rationale behind media selection, including purpose and

advantages for the alumni volunteer onboarding course. It will also discuss important considerations for selecting an instructional platform such as access, consistency, and cost.

Media Versus Instructional Methods

While Media selection is a fundamental process for developing an effective instructional solution, the Media is not accountable for the cognitive process related to learning and motivation of the course. It is the “vessel” that transfers the instructional Material, that creates the cognitive process leading to learning and transfer of the learning objectives (Clark, Yates, Early, and Moulton, 2010.) The Media choice, however, determines how the instructional materials are delivered and if they are appropriately delivering the content to the learners that they can understand, practice, and apply the skills to the required context. The key considerations in choosing the appropriate media are 1) conceptual authenticity, 2) immediate feedback, and 3) special sensory requirements. The following section defines these terms and discusses the justification for the media selected for the USC Alumni Volunteer Onboarding course.

Key Considerations in Choosing Media

According to Clark, Yates, Early, and Moulton (2010), the three key determinants of media selection for an instructional solution are as follows:

- **Conceptual authenticity:** The virtual e-learning platform adequately simulates the original context's conditions through multimedia content, tests, knowledge check questions, and metacognitive open-end questions to serve as an appropriate learning space to practice transferable skills? It provides applicable scenarios and comparable metacognitive strategies that commensurate with the context where the skills are being transferred. The course structure provides opportunities for practice and reflection.

- **Immediate feedback:** The instructional media allows immediate feedback to guide the learners on their mastery of skills and progress in achieving the learning objective(s). The course provides feedback to the knowledge check tests and quizzes to prompt additional metacognitive knowledge generation and application.
- **Special sensory requirements:** The instructional media provides access to the required sensory information for mastery of the tasks and achievement of learning objective(s). The instructional material does not require any additional sensory requirements other than the auditory and visual stimulations, received through dual-channel processing by the selected media.

The following table presents the implications of the key media considerations on the Alumni On-boarding course.

Table 5

Key Considerations for Media Selection

Key Consideration	Media Considerations
Conceptual Authenticity	The virtual asynchronous environment allows for a metacognitive process and self-reflection necessary for learners to identify the most compatible volunteering program by examining their skills and expertise.
Immediate Feedback	The e-learning authoring system incorporates immediate adaptive feedback features and pre-programmed feedback based on the learners' answers and provides guidance on how to proceed with the course completion to assure that the required knowledge is mastered before presenting a novel material.
Special Sensory Requirements	The course level learning objectives do not require special sensory requirements in addition to the multimedia components that

	require dual-channel sensory processing (auditory and visual).
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General Instructional Platform Selection

The three primary applications of media, consistency, access, and the cost are critical in selecting the appropriate platform for the alumni onboarding course. They all contributed to reaching a wider, more diverse, and less experienced alumni to provide consistent information with flexible time and space.

Access

Access is crucial in reaching a wider audience and providing the course to all volunteers regardless of their location, time restrictions, and access to the USC campus for in-person orientations.

Consistency

A consistent, yet accessible onboarding program was the need that instigated the quest for developing an instruction solution for the incoming volunteers. The rapid turnover and dissatisfying experience by the alumni volunteers in the organization arose primarily from the inconsistency of the training content, instructors, delivery, and timing.

Cost

The USC alumni volunteer onboarding program introduces alumni interested in partnering with the alumni Association to volunteering programs and teaches them how to choose the program that suits them best based on their interests, skills, expertise, and availability. The program aims to strengthen the connection between alumni and USC through meaningful activities and connections with other Trojans. If alumni join the programs, they enjoy and feel competent in, they are more likely to continue the partnership, bring friends as referrals, and

contribute to the students' scholarship fund, resulting in expanding the programs and the Trojan network. The alumni volunteering onboarding program is an eight-module virtual, asynchronous course that guides the learners through the mission and vision of USC concerning volunteering and the mission and vision of the Alumni Association. Then it proceeds to introduce the four volunteering opportunities, "Share Your Expertise," "Day of Service," "Alumni Expert for Alumni," and "Alumni Expert for Students." The following module asks students to evaluate their personal and professional skills about the programs that they learned about, and the last module asks students to rank all programs based on their skills and expertise on a 5-point Likert scale from 1 to 5, one being least compatible and five being most compatible and identify their first choice of program to volunteer.

This program is being developed at USC and will use The University resources such as the faculty, staff, and students' time, available technology, office spaces, buildings and the campus, and the trademarked cultural and intellectual assets that belong to the university, therefore, saving on financial costs. However, the program will require significant hours of the Staffs who are also the subject matter experts time and instructional designers and faculty who are the university employees. The only significant financial cost projected is the Articulate Rise subscription, the eLearning authoring platform used to develop the program. Other graphic programs such as Adobe are part of the university's education licensing and most department's annual budgets. The alumni volunteer onboarding project primarily relies on USC's resources; However, to create hi-fidelity videos and professional quality Multimedia content, external multimedia developers, photographers, and video producers may be contracted. Their expertise will be utilized to develop video clips about Alumni experience, student, and staff interviews, collecting images, videos, and volunteer interviews during the events.

The program's overall cost incorporated the initial cost of design and development, which included payment to instructional designers, graphic designers, and computer programmers to set up the LMS. Cost of the LMS and the eLearning programs, cost of the server got the program exists, and the cost of purchasing copyright material using multimedia as content. See Cost Analysis Table in Appendix B for the listing of total expenses.

Specific Media Choices

The specific media chosen for the USC Alumni Volunteer Onboarding course is an eLearning authoring tool from the Articulate company called Articulate Rise. It is a cloud-based program that includes various eLearning and instructional design assets, and the old knowledge check features such as quizzes, short answers, and upload capability for multimedia projects. The Articulate Rise has an excellent multimedia integration capacity and interactivity features that promote learner engagement with the content and diversified information delivery and assessment strategies. Table 6 provides the types of media, their instructional purpose, and benefits for the “Share Your Expertise” module.

Table 6

Media Choices in USC Alumni Volunteer On-boarding

Media	Purpose	Benefits
Narrator (Course Lead)	The narrator will guide the learners through the course material, prompt questions and provide feedback based on the learners' input.	The narrator is the application of the Personalization Principle presented by Mayer (2011). According to Mayer, learners are more likely to invest more mental effort and feel a deeper connection to the course content if they have a perceived conversational partner.

YouTube/Pre-recorded Videoclips	Video recordings are utilized to introduce stakeholders at the University and Program level, provide visual context of the event location, vibe, and participant feedback.	Video recordings are versatile in applicability. They can be used as instructional materials to demonstrate procedural knowledge. They can also create the conceptual authenticity through presenting the origin of context where the learning objectives are going to be applied. In the course, they are used to create a sense of connection, community and belonging.
Articles, texts, news	On-screen texts provide information regarding the University as a governing institution, the Alumni Association as the managing department of the volunteering programs and the stakeholders. Texts are also used to guide the learner to navigate the platform when the narrator is not active.	Textual materials are the most rudimentary elements of communication. They allow for self-paced absorption of the learning content, compatible with Text-to-Speech features, and can be copied and paste for future reference.
Quizzes and Knowledge checks	Quizzes and knowledge checks assist with recalling prior knowledge, retrieving new information, and Kirkpatrick’s Level 1 (Reaction) assessment (Kirkpatrick & Kirkpatrick, 2019.)	Recall of the prior knowledge primes the learners for absorbing the new content. The retrieval practice through knowledge check strengthens the neural connectivity between the pathways that transfer the newly acquired information from long-term memory, where memory is chunked and stored, to working memory, where the information processing takes place.

Implementation and Evaluation Plan

Organizational Purpose, Need, and Expectations

The USC Alumni Association’s mission is to support the University's advancement by creating a culture of philanthropy and lifelong connection to the Trojan family. The UAA supports over 100 alumni organizations and hosts hundreds of events and programs worldwide to bring the Trojan family together and keep the alumni engaged for life. These organizations and

events distribute approximately four million dollars in scholarships for USC students each year. Alumni volunteers are instrumental in hosting, promoting, and overall success of these events. A unified and consistent onboarding program, such as the USC Alumni Volunteer Onboarding course will be pivotal in delivering consistent organizational messaging, retaining the volunteers, and providing them with an experience that is compatible with their personal and professional goals and values.

Implementation of the Curriculum

This instructional solution is not going to be implemented at this time. The idea was developed from personal research and consultation with my current supervisor, Matthew DeGrushe, Director of Alumni Engagement and Annual Giving at the USC Rossier School of Education. Rossier does not have the staffing and the programming structure to follow the designed module, and the instructional solution is modeled after the USC Alumni Association's volunteering programs. However, currently, there has been no communication regarding an interest in such.

Evaluation Framework

Demonstrating results and positive impact is an integral part of evaluating a design solution. The success of instructional mediation should illustrate the transfer of knowledge to the intended context. The continuation of desired behavior results in an organizational impact that initially instigated the training implementation. The USC alumni volunteer program will be assessed by the New World Kirkpatrick Model (2019) that analyzes the training results in four Level 1: Reaction, Level 2: Learning, Level 3: Behavior, and Level 4: Results.

Level 1 and 2 evaluate the program's internal effectiveness and the learners' reaction and ability to comprehend the instructional content. Levels three and four determine if the acquired

knowledge was applied to the volunteering program's context and contributed to the overall organizational goals of increased alumni engagement, reduced volunteer attrition, and increased referrals for volunteering programs.

Level 4: Results and Leading Indicators

The New World Kirkpatrick Model's Level 4 evaluates the overall organizational impact because of knowledge application and transfer of the implemented instructional solution. This level is essential in demonstrating the effectiveness of the training design and implementation to the stakeholders while justifying the budget expenditure. Table 7 illustrates the internal and external organizational impact of the Alumni Volunteer Onboarding Course including the methods and metrics of measurement for each outcome.

Table 7

Outcomes, Metrics, and Methods for External and Internal Outcomes

Outcome	Metric(s)	Method(s)
External Outcomes		
Increased student participation in events and programs hosted by the Alumni Association due to the overall positive experience and impact resulted from compatibility between volunteers' skills and expertise and the program's requirements.	The number of on time, unique RSVPs for the same events organized for the last several years will increase and the attrition rate for no-shows will decrease.	Results will be gathered from this submitted RSVP survey and the event check-in rosters.
Increased alumni financial contribution to the USC Student Scholarship fund.	The dollar amount of donations made by each alumni volunteer to the US student scholarship fund will increase during the fiscal year that they participated and volunteered through the	The donor contribution information is available through Salesforce, the University's internal donor prospecting and tracking system.

	Alumni Association programs.	
Internal Outcomes		
Increased number of completed submission of volunteering survey forms with alumni's final choice for their volunteering program.	The learners will complete the volunteer submission form with their final volunteering program choice. The status of their application will change from "In-Progress" to "Complete."	The number of in-progress and completed volunteer application surveys through the report generated by volunteering program managers will provide information on the onboarding course's effectiveness on the volunteer application completion rate.
Reduction in the number of volunteer no-shows after signing up to assist with hosting an event, promoting, staffing or any other administrative duties.	Alumni who have chosen a volunteering program and have submitted their application need to register for the available events and programs within their chosen department. On the day of the event, the program manager will note their presence in the staff check-in roster before handing out their badge.	Each event staff check-in roster provides a report on registered volunteers who were absent on the events' day.
Reduction in the number of volunteer turnovers after participating in a volunteer activity.	Volunteers need to submit a registration survey, sign up for an event to volunteer, and check in with the program manager when they arrive at the site on the day of the event.	Aggregated data from volunteers' registration submission, their event sign up, and the events' check-in roster allows for tracking volunteer turnover after each school year and see if they are participating in the following year. The turnover can also be assessed by the number of events that they have chosen to attend. If they only attended one event and did not return for another volunteering opportunity, it will be categorized as volunteer turnover.
Increased number of volunteer referrals by	The alumni volunteer application survey has a	A report from the referral question on the application

alumni who participated in previous events either as volunteers or attendees.	question that asks about volunteer referrals and the name of the alumni if the applicant was inspired or referred by a volunteer.	survey provides information about the increase of volunteer referrals due to the instructional strategy's effectiveness.
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Level 3: Behavior

Critical Behaviors

The critical behaviors are the changes in learners' behavior that indicate the application of the information acquired through a successful instructional strategy (Kirkpatrick & Kirkpatrick, 2016.) The organizational goals are attainable if learners implement the instructional strategies through their behavior and attitude to achieve observable and measurable changes. The USC alumni volunteer onboarding course leads the learners to demonstrate critical behaviors such as completing and submitting the volunteer registration survey, signing up for available opportunities, be present at the event, workshops, and panels that they have signed up to volunteer. They can make an educated and informed choice about activities, career decisions based on critical thinking, self-reflection, and the skills analysis training they received during the onboarding course. Table 8 delineates the Critical Behaviors, the metrics, measurement methods, and the timing of evaluation.

Table 8

Critical Behaviors, Metrics, Methods, and Timing for Evaluation

Critical Behavior	Metric(s)	Method(s)	Timing
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1. Complete and submit the Alumni Volunteer Sign-up Survey when received by the designated deadline.	Number of completed and submitted Alumni Volunteer Sign-up Surveys by the designated deadline.	Monitoring the survey response collection platform for updates on the number of completed and submitted applications by the closing date.	Quarterly
2. Remain accountable for their signed-up volunteering programs and fulfill the prearranged deliverables per each program.	Number of events, and the volunteering program choice of the alumni on the sign-up survey.	The program managers' staff attendance roster that records staff and volunteers' attendance who made a prior commitment to contribute to the event/program.	2-3 times per quarter depending on the volunteering program.

Required Drivers

After completing a training program, learners are highly likely to exhibit the desired behaviors if specific systems within the organization continue to reinforce, encourage, reward, and monitor the practice of learned information and serve as “Drivers” of the critical behavior (Kirkpatrick and Kirkpatrick, 2016.) Table 9 presents the organizational support methods used by the Alumni Association to reinforce, encourage, reward, and monitor the demonstration of the Critical Behaviors and the timing of each supporting strategy.

Table 9

Required Drivers to Support Critical Behaviors

Method(s)	Timing	Critical Behaviors Supported
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		1, 2, 3 Etc.
Reinforcing		
Provide diverse opportunities with a variety of skills and expertise requirements that attracts alumni from different majors, socioeconomic background, interest, and time availability.	Continuously	2, 4, 5, 6
Before signing up for each event, the event sign-up survey reiterates the requirement for each program and event and asks the volunteers to reconfirm the compatibility of the event and program with their availability, skills, expertise, and interests.	Before each event and program	4, 5, 6
Encouraging		
Reiterate the value and impact of volunteering on student participants academic and career tenure at USC and beyond	Continuously through the Alumni Association website and their YouTube channel	1, 3
Rewarding		
USC Alumni Volunteer Recognition Award	Annually	1, 2
Half-Century Trojan Award	Annually	1, 2, 3
Monitoring		
Review alumni surveys and feedback regarding programs and their experience throughout their involvement as volunteers	Annually	2, 4, 5, 6
Monitor alumni volunteer sign-up and attrition rate for each school year and analyze the reason behind attrition rate to find causation or correlation that may lead to a mismatch between the chosen program and the alumni skills, expertise, interest, and time commitment	Annually	1, 2, 3, 4, 5, 6

Organizational Support

The organization has financial and recruitment incentives through the Alumni Association. More meaningful engagement and a larger sense of belonging will allow the university to recruit diverse students and allocate more significant funds for scholarships due to increased Alumni fundraising. The program will point out the long-term benefits of meaningful engagement and educated choice of programs such as a more robust alumni network and support for the University in career, academic advising, and positive publicity that drives large donations and public support of research projects.

Level 2: Learning

Learning Goals

Level 2 in the New World Kirkpatrick model assesses the stakeholders' level of acquired intended knowledge, skills, attitude, confidence, and commitment resulting from their instructional intervention attendance (Kirkpatrick & Kirkpatrick, 2016.) The two criteria of Confidence and Commitment in the New World model assist with transferring knowledge from theory to practice and identifying the areas of practice where paucity of knowledge exists. After completion of the "Share Your Expertise" module of the Alumni Volunteer Onboarding Course, stakeholders will be able to achieve the following learning goals:

1. Recall the mission of the "Share Your Expertise" program.
2. Identify the opportunities available to serve as a mentor and panel speaker and various campus organizations to participate in the "Share Your Expertise" program.
3. Understand the program's impact and previous volunteers' accomplishments through the community and former USC students.

4. Implement the information about the volunteering program and its skills and competencies to create an evaluation strategy for its compatibility.
5. Analyze if their past and current experience, expertise, interests, and time commitment are in line with this program's requirements.
6. Evaluate the program on a Likert scale from 1 to 5, one being least compatible and five being the most compatible with their volunteering choice.

Evaluation of the Learning Components

Table 10 demonstrates the learning goals for the “Share Your Expertise” module and the frequency of the assessment throughout the course implementation and beyond to ensure the intended knowledge is learned and the learners are motivated, committed, and confident to implement the information through their behavior, attitude, and disposition in the relevant context.

Table 10

Evaluation of the Components of Learning for the Program.

Method(s) or Activity(ies)	Timing
Declarative Knowledge “I know it.”	
Completing checks on learning activity on the eLearning authoring platform (Rise).	During, after
Procedural Skills “I can do it right now.”	
Rate their competency in the skills and expertise required by the volunteer program, introduced by each module, in a survey embedded in the eLearning authoring platform. The survey questions are on 5-point Likert-scale, 1 being least competent and 5 being extremely competent.	During, after

Attitude “I believe this is worthwhile.”	
Respond to an open-ended reflection question regarding their reaction to a video about the students and former volunteers who speak about the impact of the program on their career and personal development.	During
Confidence “I think I can do it on the job.”	
Respond to an interactive scenario-based knowledge check using the knowledge and skills required for the program introduced in each module.	During, After
Commitment “I will do it on the job.”	
Answer to an open-ended question about the skills analysis module for choosing volunteering programs: What do you think about evaluating your skills, interests, and strengths before choosing a volunteering program? How will this impact your experience?	After

Level 1: Reaction

Level 1 in the New World Kirkpatrick model assesses the level of Relevance, Engagement, and Customer Satisfaction of the instructional material from the learners’ point of view, usually during or immediately after the completion of the instruction (Kirkpatrick & Kirkpatrick, 2016.) Table 11 presents the three categories of evaluation, Relevance, Engagement, and Customer Satisfaction, and the methods and assessment tools for the “Share Your Expertise” module.

Table 11

Components to Measure Reactions to the Program

Method(s) or Tool(s)	Timing
Engagement	
Open-ended questions	During and at the end of the module
Surveys through Microsoft Form	Before, during, and at the end of the module
Direct observation of learners' answer to open-ended questions	During the module
Relevance	
Surveys through Microsoft Form	During and after the module
Direct feedback from learners during and after volunteer activities	Unscheduled
Customer Satisfaction	
Surveys through Microsoft Form	Immediately after completing the module and after their first volunteering experience

Evaluation Data and Protocols

The USC Alumni Volunteer Onboarding program provides an instructional solution for consistent, accurate, and accessible information delivery related to the available volunteering opportunities through the Alumni Association in the context of the University of Southern California. Alumni Association is the essential partner of the University Central Advancement office for soliciting donations from alumni by continuous engagement and building community around common interests and purposeful activities. Measuring the effectiveness of the

instructional solution for onboarding volunteers is essential for the continuous development of the USC Alumni community and increase in the Alumni funded scholarship awards.

The monetary incentives in the form of scholarship donations required quantitative data collection and analysis. According to Kirkpatrick and Kirkpatrick (2016), the achievement of the institutional goal is evaluated under the Level 4 of the New World model.

Quantitative data analysis will be used in evaluating the critical behaviors in Kirkpatrick's Level 3 by analyzing the number of completed courses against the number of completed volunteer applications with the chosen program. The conversion rate between the completion of the onboarding program to completed volunteering application would be a possible determinant of successful implementation of the instructional intervention. Qualitative data would complement the quantitative analysis in observation and interview of volunteers during their involvement with the Alumni Association. The program managers will observe and build relationships with the volunteers during the events, calls, interacting with students, feedback after the event, and their attitude and sense of responsibility. The protocol for collecting qualitative data is through attending the events and observing the volunteers' attitude, comfort, and willingness to be present at the event. The data collected through the observation and interviews will assess the motivation, commitment, confidence, behavior, attitude, and disposition aspects of Kirkpatrick's Level 2 evaluation model.

Types of Data

Quantitative data

The following information for evaluating the instructional effectiveness will be collected as quantitative data:

- The dollar amount of Alumni contribution to the USC Scholarship fund after the implementation of the onboarding course.
- The number of completed volunteer applications with program choice after completion of the onboarding course.
- The number of returning candidates after participating in a program, event, or engagement with the volunteering activities.
- Survey response to Likert-scale, ranking, and multiple-choice questions

Qualitative data

The following information for evaluating the instructional effectiveness will be collected as qualitative data:

- Volunteers' level of engagement through the event or program
- Punctuality and professionalism
- Willingness to help with additional responsibilities
- Interaction with students, other volunteers, and the program managers

Protocol Design

Survey protocols

Pre-and post-assessment surveys evaluate Kirkpatrick's Levels 1 and 2. The purpose of the pre-assessment survey is to evaluate learners' prior knowledge of USC's and the Alumni Association's mission and vision and their alignment with learners' personal and professional goals. The survey includes questions regarding learners' personal and professional skills, strengths, the field of expertise, years of experience, interests, and time commitment. The purpose of questions about the learner's personal and professional background lays the ground for developing skills analysis and evaluation abilities for choosing the most compatible

volunteering program. Some questions prompt the learners to recall their experience as students participating in volunteering programs. Open-ended questions inquire about the learners' choice of volunteering through the alumni Association and valuing the act of volunteering.

Interview protocols

The interviews are integrated into the observation protocol as part of the qualitative data collection. The alumni volunteer program managers will interview the learners (volunteers) to collect information regarding their experience in the field, the relevance of the course content to the volunteering tasks, and feedback related to skills and expertise needed to succeed in the program.

Observation protocols

Throughout the volunteering events, the program managers will use the Participant Observation method to collect qualitative data regarding volunteers' motivation, attitudes, values, ability to implement the material learned during the workshop, and the effectiveness of the course content to the context (McNeill & Chapman, 2005.) Since the program managers are not trained professionals in the field of social science research, they will be provided with a guiding rubric that identifies behavioral indices of motivation, positive attitude, and application of the learned knowledge. However, they will be given the authority to include their experience and interpretation of learners' behaviors since they are building rapport with them and spend the most time with the learners. They become more objective and accurate in their behavior assessment as they continue to know more about each learner and refine their interpretation to reflect accurate intentions. Program managers will conduct informal interviews in the context of their participant observation data collection protocol.

Document Analysis Protocols

Gilbert et al. (2016) defines “Document” as any type of material that can be read and is related to the context of a social construct. Official reports, surveys, and media coverage are not the only documents considered in this context. Private and personal written and visual material, corporate, public, sealed, and any record that is required for the research may be requested from the officials and acquired with official permissions. Three sets of quantitative data will be inquired for Kirkpatrick’s Level 4 evaluation from the University departments that regularly collect them as part of the implementation process.

The two sets of data are the number of completed Volunteer Onboarding Program tracked by the LMS and the number of completed Volunteer Sign-up Surveys tracked by Qualtrics. Alumni Association staff and volunteer program managers have access to both platforms to retrieve the data. The third dataset will be requested from the University’s central advancement office. The central advancement office has established sophisticated internal tracking platforms such as Salesforce, Cognos, and Tableau to track the university’s fundraising efforts and donor profile maintenance as well as stewardship initiatives. The requested information is the alumni quarterly contribution in dollar amount to the USC Scholarship Fund for the fiscal year 2019-2020 and 2020-2021. These data will be cross-referenced to find a statistically significant increase in the alumni financial contribution after implementation of the Alumni Volunteer Onboarding course while accounting for confounding variables such as University milestone celebrations and uncharacteristic financial and economic expansion due to unforeseen circumstances.

Table 12 summarizes the evaluation protocols and the corresponding Kirkpatrick Level that they evaluate.

Table 12

Assessment and Evaluation Protocol Based on Kirkpatrick's New World Evaluation Model

(2016)

	Survey	Interview	Observation	Document
Level 1	Pre-Assessment survey prior to beginning the course. Post-Assessment survey after each module and after the entire course (formative summative).			
Level 2	Post-Assessment survey after each module and after the entire course (formative summative).	Program managers conduct informal interviews with the volunteers during the volunteering events and record their responses.	Program managers observe volunteers during the event as participant observers while interacting with them and other participants and attendees.	
Level 3		Program managers conduct informal interviews with the volunteers during the volunteering events and record their responses.	Program managers observe volunteers during the event as participant observers while interacting with them and other participants and attendees.	

Level 4				Program managers, stakeholders, and Instructional designers cross-reference the collected data from the central advancement office to conclude if the alumni financial contribution has been increased since the implementation of the Alumni Volunteer Onboarding Program
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Protocol Implementation

Immediately Following the Implementation

After completing the course, learners will immediately complete a survey that assesses their Kirkpatrick's Level 1 and 2 learning outcomes. The survey will be created through Qualtrics and embedded on the last page of the e-course. It will consist of Likert scale rating questions incorporating assessment categories from Level 1 (engagement, relevance, and customer satisfaction) and Level 2 (declarative knowledge, procedural skills, attitude, confidence, and commitment.) (Kirkpatrick & Kirkpatrick, 2016.)

Appendix C is an example of assessment questions and instruments for evaluating Kirkpatrick's Levels 1 and 2 immediately after the implementation. Appendix D is the example of Level 2 formative assessment during different times in the course to allow learners to retrieve the new information and evaluate the comprehension of the declarative knowledge in one module before moving on to the next. The Knowledge Check sections after each module are

examples of the Level 2 assessment. The Alumni Profile animated videos in the eighth module are examples of summative assessments of Kirkpatrick's Level 2.

Delayed for a Period After the Program Implementation

Six months after completing the onboarding course, alumni volunteers will be asked to complete a survey that, in addition to Kirkpatrick's evaluation Levels 1 and 2, includes Levels 3 and 4, implementing the knowledge to the context, and achievement of the organizational goal. Volunteers should have been able to participate in an event within the six-month time frame and will be able to provide a holistic evaluation of the course content, delivery, timing, and applicability of the information to the context.

For the delayed evaluation, learners will receive a Qualtrics survey through email after participating in an event comprising a total of multiple-choice, five-point Likert-scale, and open-ended questions. Questions in this instrument will target Kirkpatrick's Level 1 (engagement, relevance, customer satisfaction), Level 2 (declarative knowledge, procedural skills, attitude, confidence, commitment), Level 3 (Am I using what I learned?), and Level 4 (Has it made an impact?) (Kirkpatrick & Kirkpatrick, 2016.)

Appendix E is the sample assessment instrument for the USC Alumni Volunteer Onboarding program six months after completing the course.

Data Analysis and Reporting

After compiling the required data for analyzing the effectiveness of the instructional intervention, the results will be presented in an aggregated form on *Tableau*. Tableau is a cloud-based data analysis and visualization platform that allows for real-time access and modification of information by multiple users (Tableau Software, LLC, 2020.) The primary stakeholders such as the University senior administration, the University central advancement office, and the

Alumni Association management office will be provided with a user account to be able to view and modify the available data, to see the current impact resulted from the intervention and visualize the potential projected impact if they choose to support (or not support) the development and implementation of the program. Data visualization tables in Appendix F demonstrate the impact of the course on application submission, reduction in attrition, and increased dollar amount of donations by alumni to the USC students' scholarship fund.

Conclusion

This course presents an instructional solution on onboarding volunteers for the USC Alumni Association. There is a need for this course because the USC Alumni Association does not have a standard onboarding process and relies on the availability of former or current volunteers to train incoming cohorts. The asynchronous course relieves the Alumni Association staff and other volunteers' responsibility to prepare the interested parties and provide information about presenting the University. However, it most importantly guides the learners to choose the most appropriate program that fits their interests, professional and personal experience, skills, and time availability. Through standardized information dissemination, volunteers are more likely to collaborate with ease and find opportunities to feel confident and competent in participating and are likely to enjoy the most and make the most social and professional connections. They are also more likely to return to volunteer for more programs and recommend the alumni association volunteering program to other friends, colleagues, and fellow Trojans. Quality training and positive experience create a favorable reputation for the Association, encourage increased participation, and, in turn, expand the culture of public service and community engagement, one of the pillars of USC's mission.

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(Appendix A)
Scope and Sequence Table

	Unit 1) Welcome Message from the University of Southern California	Unit 2) Welcome Message from the USC Alumni Association	Unit 3) Introducing different ways of engagement with the university	Unit 4) Volunteer Program 1: “Share Your Expertise”	Unit 5) Volunteer Program 2: “Lead an Event”	Unit 6) Volunteer Program 3: “Join a Committee”	Unit 7) Volunteer Program 4: “Participate in USC Alumni Day of SCervice”	Unit 8) Learners’ final evaluation and choice of the program	Summative Evaluation
1. Articulate the mission and vision of the University of Southern California	I	R	R	R	R	R	R	R	M
2. Articulate the mission and vision of the USC Alumni Association	P	I	R	R	R	R	R	R	M
3. List and describe the available volunteering opportunities		P	I	R	R	R	R	R	M

at USC's Alumni Association.									
4. Identify and choose the volunteering program that best suits their skills, availability, and interests.			P	I	I	I	I	R	M
5. Complete and submit the volunteer registration survey.						P	I	R	M
6. Increase their confidence in their ability to represent the University and the alumni association during the volunteering activities.	P	P	I	R	R	R	R	R	M

Appendix B Cost Analysis Table

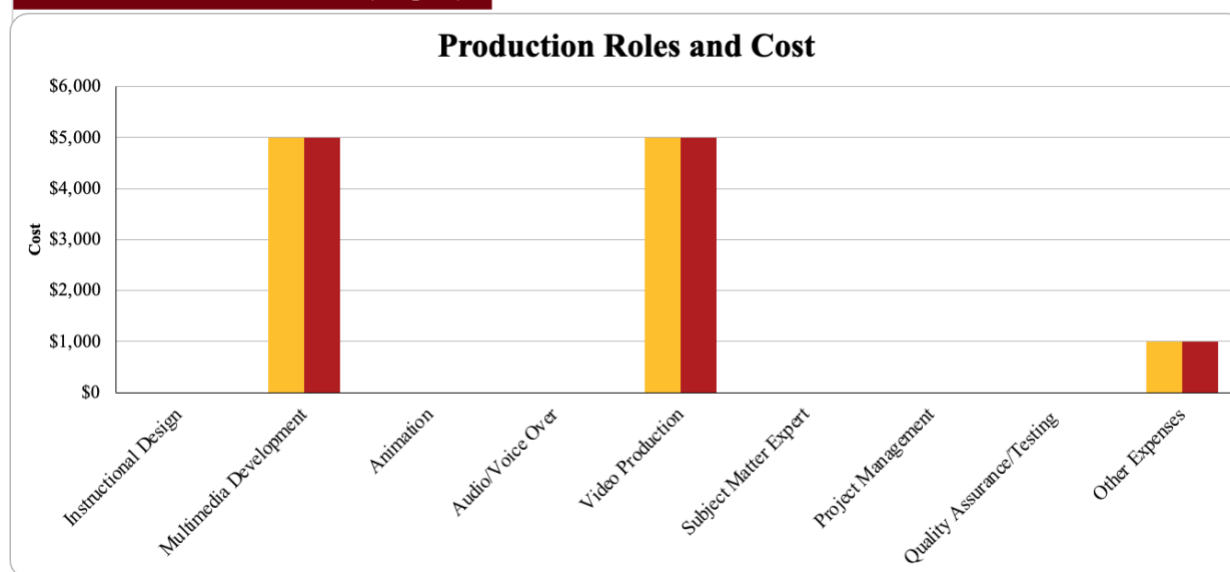
Budget Worksheet

REF/PO#: 0000
USC Alumni Volunteer Onboarding
Course, 2021

Assumptions:

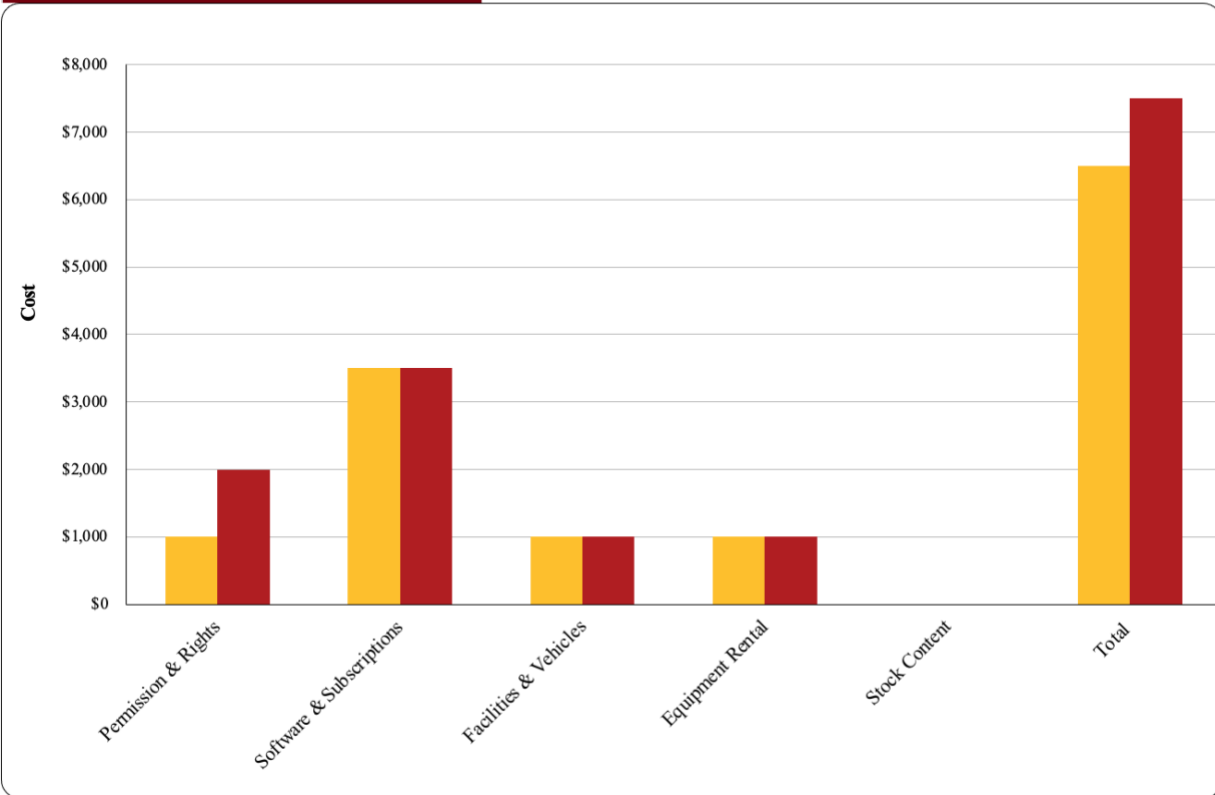
1. Client will have a Learning Management System set up and functioning correctly. But it might not be compatible or appropriate with the e-learning authoring platform that was chosen based on learner analysis, cost effectiveness and virtual access.
2. Enter additional assumptions here based on your specific needs.

PERSONNEL WORKSHEET (Graphic)



PERSONNEL WORKSHEET (Numeric)

PERSONNEL	PROJECTED	ACTUAL	DIFFERENCE (\$)	DIFFERENCE BASED ON PROJECTED (%)
Instructional Design	\$0	\$0	\$0	
Multimedia Development	\$5,000	\$5,000	\$0	0.0%
Animation	\$0	\$0	\$0	
Audio/Voice Over	\$0	\$0	\$0	
Video Production	\$5,000	\$5,000	\$0	0%
Subject Matter Expert	\$0	\$0	\$0	
Project Management	\$0	\$0	\$0	
Quality Assurance/Testing	\$0	\$0	\$0	
Other Expenses	\$1,000	\$1,000	\$0	0%
Total	\$11,000	\$11,000	\$0	0%

PRODUCTION WORKSHEET (Graphic)**PRODUCTION WORKSHEET (Numeric)**

OPERATING	PROJECTED	ACTUAL	DIFFERENCE (\$)	DIFFERENCE BASED ON PROJECTED (%)
Permission & Rights	\$1,000	\$2,000	-\$1,000	-100%
Software & Subscriptions	\$3,500	\$3,500	\$0	0%
Facilities & Vehicles	\$1,000	\$1,000	\$0	0%
Equipment Rental	\$1,000	\$1,000	\$0	0%
Stock Content	\$0	\$0	\$0	
Total	\$6,500	\$7,500	-\$1,000	-100%

GRAND TOTAL	PROJECTED	ACTUAL
Total Project Cost	\$17,500	\$18,500

**Online Course Development
Personnel Worksheet**

Role/Person	Rate	Hours Worked	Amount	Total
Instructional Design				
ID 1	\$75	50	\$0	
ID 2	\$75	10	\$750	
ID 3	\$75	0	\$0	
ID 4	\$75	0	\$0	
		0	\$0	
				\$750
Multimedia Development				
Dev 1	\$75	10	\$750	
Dev 2	\$75	10	\$750	
Dev 3	\$70	0	\$0	
Dev 4	\$70	0	\$0	
Dev 5	\$70	0	\$0	
Dev 6	\$70	0	\$0	
Dev 7	\$70	0	\$0	
Dev 8	\$70	0	\$0	
				\$1,500
Animation				
Anim1	\$75	0	\$0	
				\$0
Audio/Voice Over				
Voice Over	\$60	0	\$0	
Audio Technician	\$65	0	\$0	
				\$0

Video Production				
Actor 1	\$75	0	\$0	
Actor 2	\$100	0	\$0	
Assistant 1	\$35	0	\$0	
Assistant 2	\$20	0	\$0	
Camera Operator	\$30	10	\$300	
Post Production Editing/Support	\$40	10	\$400	
				\$700
Subject Matter Expert (SME)				
SME 1	\$75	0	\$0	
SME 2	\$75	0	\$0	
				\$0
Project Management				
Project Manager 1	\$75	0	\$0	
				\$0
Quality Assurance / Testing				
Quality Assurance Specialist 1	\$50	0	\$0	
				\$0
Other Expenses				
Other / Misc.	\$25	4	\$100	
				\$100
TOTAL PERSONNEL COST				\$3,050

**Online Course Development
Production Worksheet**

Expense Type	Cost Per Unit	Quantity	Actual	Total
Permissions & Rights	\$100	0	\$0	
Copyrights	\$250	0	\$0	
Readers	\$65	0	\$0	
Permits	\$150	0	\$0	
Legal	\$3,500	0	\$0	\$0
Software & Subscriptions				
	\$2,500	2	\$5,000	
eLearning Dev. Software	\$1,400	2	\$2,800	
Cloud Storage			\$0	
Video Streaming			\$0	
Stock Subscriptions			\$0	\$7,800
Facilities & Vehicles				
	\$1,000		\$1,000	
Studio Rental	\$0		\$0	
Vehicle Rental			\$0	
Other			\$0	\$1,000
Equipment Rentals				
	\$1,000	1	\$1,000	
Cameras, Audio, Monitors, etc.	\$0	0	\$0	
Lighting, backdrops, etc.			\$0	
Other			\$0	\$1,000
Stock Content				
	\$0	1	\$0	
Subscription or credits	\$0	1	\$0	
Stock imagery/video/audio	\$0	1	\$0	\$0
TOTAL PRODUCTION COST				\$9,800

Appendix C

Kirkpatrick's Level 1 and 2 Immediate Survey

Please rate the following statements regarding your experience with the Alumni Volunteer Onboarding Course.

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I am satisfied with the overall quality of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course was engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Course was easy to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technology was easy to navigate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was relevant to becoming a volunteer at USC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned valuable information about choosing a volunteer program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your response regarding the following statements from 1 - 5, 1 being Extremely Unlikely and 5 being Extremely Likely.

Extremely likely 1	Somewhat likely 2	Neither likely nor unlikely 3	Somewhat unlikely 4	Extremely unlikely 5
-----------------------	----------------------	----------------------------------	------------------------	-------------------------

How likely are you to complete the Alumni Volunteer Registration form for your chosen program through this course?

How likely are you to recommend this course to your peers?

How likely are you to use the skills you learned in this course during volunteering with USC?

How can this course be improved?

What did you like the most about this course?

Additional comments, suggestions, recommendations not covered in this survey.

Appendix D
Kirkpatric's Level 2 Formative Assessment During Instruction

Knowledge Check Section for Module 2: USC's Approach to Volunteering







The USC Volunteer Center was established in _____

- 1880
- 1992
- 1886
- 2001

According to the The **Social Change Model of Student Development** at **USC** which option is true regarding "**Leadership.**"

- Leadership is socially responsible.
- Leadership is collaborative
- Leadership is a position, not a process.
- Leadership is exclusive and accessible to some people.

Match **USC's Goals and Student Learning Outcomes** on the left to their definition on the right.

 Cultural Competency	Establish their identity and values by exploring the intersectionality power and privilege
 Collaboration	Foster a lifelong passion to make a positive impact through social justice initiatives
 Self Awareness	Identify and leverage the strengths and skills of diverse teams to accomplish common goals
 Community Building	Explore social issues by learning the historical, sociopolitical, and cultural perspective
 Civic Responsibility	Work as a diverse team to apply principles of a good partnership.
 Commitment	Acknowledge the influences of a group of individual on a community and engage accordingly

According to The **Social Change Model of Leadership Development**, _____ is the ultimate goal of the process of **leadership** – to make a better world and a better society for ourselves and others.

Type your answer here

Knowledge Check Section for Module 3: USC Alumni Association, Where It All Began.

The first USC Alumni Association was established in _____

- 1882
- 1996
- 1885
- 2002

What are some of the General Alumni Association's (GAA) contributions to the University in the 1920s and 1930s?

- New library and physical education building
- The Trojan Shrine (Tommy Trojan)
- Bureau of Employment, a job placement office in the Student Union Building for students and alumni.
- Doheny Library (today's Alumni Park)

Throughout the 1920s and 1930s, the General Alumni Association's (GAA) primary role at the university was _____.

Type your answer here

USC Alumni Association has 4 volunteering programs: They are _____, _____, _____, and _____.





Type your answer here

Knowledge Check Section for Module 4: Program 1: Share Your Expertise

As an Alumni Volunteer, how can you offer *industry experience* through the "Share Your Expertise" program?

- Go to sports events on campus with students and alumni.
- Organize office visits for students and alumni who are interested in your line of work and give them a tour of your industry.
- Publish an article in a journal related to your industry.
- Post available job or internship opportunities on **connectSC**; USC's exclusive job listing and career management resource.

Match the programs and enrollment opportunities on the left to their definitions on the right.

 Trojan Talk	USC's exclusive job listing and career management resource
 connectSC	interactive online networking and mentoring platform to share career and industry info
 Trojans to Trojans initiative (T2T)	Program to help new grads and students connect with experienced alumni for career advice.
 USC Career Network	Virtual and in-person talks by employers to students about their organization

_____ is the process by which a person can make reasoned, appropriate decisions about his or her work life and the relationship between the work and nonwork domains.

Type your answer here

If alumni want to share their expertise by offering students hands-on experience through short-term projects, how long should the project last?

- 1-2 Weeks
- 2-8 Weeks
- 2 week to 6 months
- At most a year

Appendix E

Kirkpatric's Level 1, 2, 3, and 4 Delayed Assessment Survey

Please rate your agreement with the following statements on a scale of 1-5, 1 being "Strongly Disagree," and 5 being "Strongly Agree," based on your experience with the Alumni Volunteer Onboarding Course and participation in the events in the last six months.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The volunteering program that I chose after taking the course is compatible with my skills, interests, and availability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the information about USC and Alumni Association that I learned in the course during volunteering activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looking back, completing the Onboarding course was a good use of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have successfully applied to the volunteering events the skills I learned in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course has positively impacted my confidence to participate in the events and programs offered through the USC Alumni Association.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My efforts have contributed to the mission and vision of the USC Alumni Association.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course has positively impacted my personal growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course has positively impacted my professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What information from this course has been the most relevant to your job?

Was there any information in this course that is NOT relevant to the Alumni Association's Volunteering Programs?

- Yes
- No

What information should be added to this course to make it more relevant to Alumni Association's Volunteering Programs?

Using following 5 points, choose the rating that best describes your application level for each listed behavior as a USC Alumni Volunteer.

- 1- Little or no application
 2- Mild degree of application
 3- Moderate degree of application
 4- Strong degree of application
 5- Very strong degree of application and desire to help others to do the same.

	1	2	3	4	5
Represent the mission and vision of the USC Volunteer Center at the volunteering events and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Represent the mission and vision of the USC Alumni Association at the volunteering events and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registering to volunteer for upcoming events and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed up on the days that I registered to host an event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I arrived and left on-time on the days that I was responsible for hosting and event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I referred my friends and classmates to the volunteering programs at the USC Alumni Association	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you chose 3 or below, please indicate the reasons (check all that apply):

- I do not have the necessary knowledge and skills.
 I was not clear on what was expected on me
 The training didn't give me the confidence to apply what I learned.
 I do not have the opportunity to apply what I learned.
 I didn't what I learned would work in the real world situation.
 I had other priorities.
 Other

What has helped you implement the knowledge and skills in the course to the events and programs you participated in?

Please give an example of a positive outcome you have experienced since attending this course.

Since completing this course, have you contributed to the USC Student Scholarship Fund supported by the USC Alumni Association?

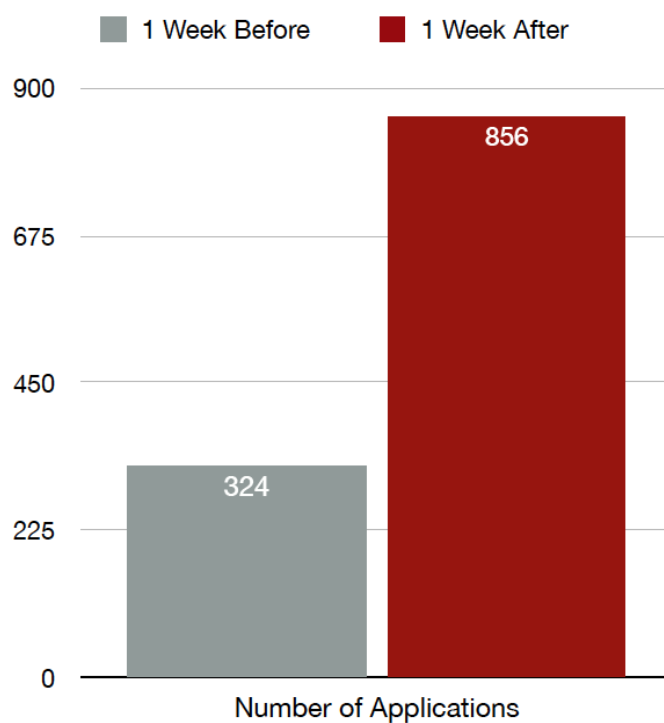
- Yes
- No

Appendix F

Data Analysis and Reporting Infographic

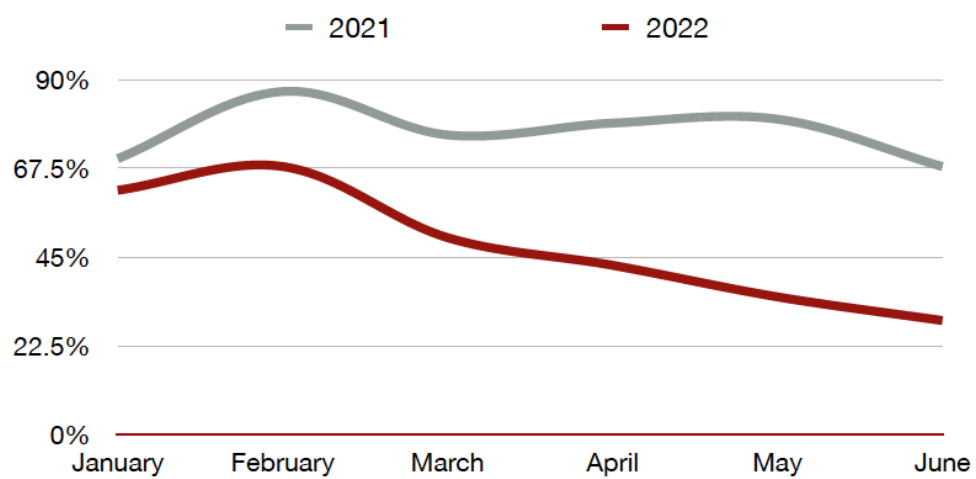
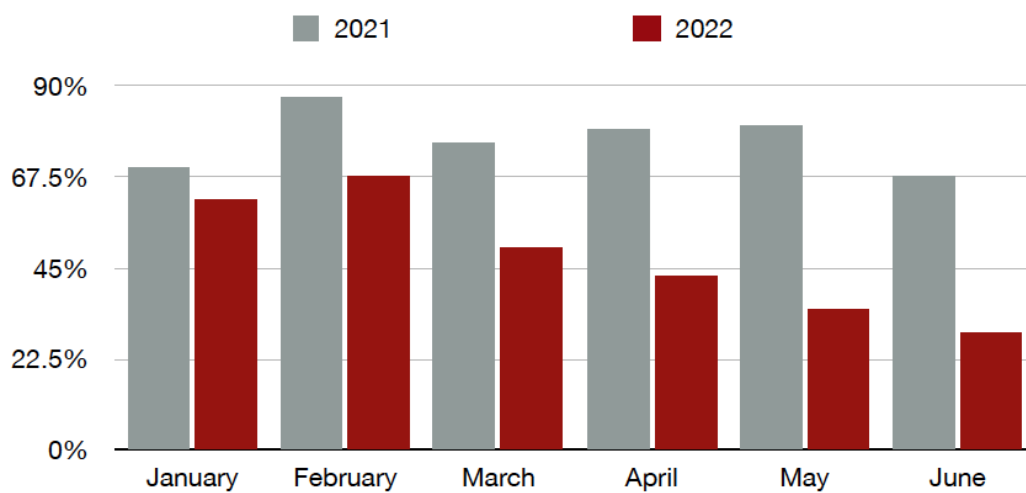
Number of Submitted Volunteer Applications 1 Week After Intervention

Timing	1 Week Before	1 Week After
Number of Applications	324	856



Comparison of Attrition Rate 6 months after Intervention

Attrition Rate	2021	2022
January	70%	62%
February	87%	68%
March	76%	50%
April	79%	43%
May	80%	35%
June	68%	29%



Comparison of Donations in Dollar Amount 1 Year After Intervention

Fiscal Year	2021	2022
1st Quartile	\$75000.00	\$110000.00
2nd Quartile	\$56000.00	\$130000.00
3rd Quartile	\$89000.00	\$175000.00
4th Quartile	\$78000.00	\$280000.00

