

Formative Evaluation Report

As indicated in the Evaluation Plan, the audience for this tutorial consists of all alumni volunteers of Alpha Phi Omega. The focus was for those just coming out of college or returning to the Fraternity after several years. The alumni that completed this learning tutorial are interested in becoming active volunteers for APO.

Alpha Test

The purpose of the alpha test was to test the tutorial prototype stage when the software was first able to run. The tutorial did not have all the intended functionality, but it did have core functions.

Evaluator Profiles

The evaluator profiles are found in the table below. All participants had obtained a minimum of a bachelor's degree and are current members in Alpha Phi Omega.

#	Position	Gender
1	Client	Female
2	Current Volunteer	Female
3	Current Volunteer	Male
4	Current Volunteer	Male
5	National President	Male
6	Current Volunteer	Male

Procedures

This program was reviewed by our client, current members of Alpha Phi Omega (APO), and Team Flex. All participants possess a minimum of a bachelor's degree, and all except the client were of novice-level content expertise. Each of the evaluators reviewed the tutorial and provided feedback via email.

Assessment Criteria

Team Flex conducted the initial Alpha Test by asking for open ended feedback. Each evaluator was asked to respond to and/or look for concerning issues based on the following categories:

- Content (organization, quality, quantity, degree of difficulty, applicability)
- Auxiliary items (resources, glossary, directions, orientation)
- Assessment (questions, feedback, placement)
- Navigation (buttons, sitemap)
- Aesthetics (color, layout, overall design)
- Functionality (interactions, navigation, exiting/entering, auxiliary items)

The initial feedback was not based on a survey but rather open ended responses on these topics. This information was communicated through e-mail. Unfortunately, we could

not meet with the evaluators in person. The actual results can be found in the Alpha portion of the appendixes.

On going evaluation was encouraged throughout the entire process. A large amount of feedback was received from the client during weekly review and planned meetings between the client and Team Flex’s project manager, as well as e-mail communication.

Result Summary

Recommendations for Revisions

Suggestion	Remediation
Text needs to me more professional not in the first person	Content made more objective, less casual
Assessment too specific, no need for learners to “memorize” information	Assessment reduced to more general topics that are less specific knowledge
Not sure about relationship of national level to the rest of the organizational structure	More content and feedback received to address national level accordingly
Additional navigation to allow for learner to move freely	Table of contents with navigation added
More introductory text for each section needed	Introductory paragraphs for each module developed
Like the checklist of responsibilities	Checklists maintained
Break program directors out into specific roles	More content gathered and roles divided individually
Show more interconnectivity among the committees	Relationship of committees and members more clearly demonstrated graphically
Liked the overall feel of the tutorial	Maintained feel and graphics
Faculty Advisor can be more than faculty	Changed to faculty/staff advisor

Overall, the Alpha test helped clarify areas of the tutorial that needed reconstruction and revision. A lot of constructive feedback was received regarding the format and presentation of the text. These responses were very helpful to reinforce the positive aspects of the tutorial and introduced ways to change the items of concern. Overall, the evaluators as a whole responded that Team Flex was on the correct path with a few content and presentation adjustments needed.

Beta Test

The purpose of the Beta test is to elicit responses from actual learners with novice-level content expertise regarding usability and instructional effectiveness of the project.

Evaluator Profiles

The evaluator profiles are found in the table below. All participants had obtained a minimum of a bachelor's degree and are of novice-level content expertise. Their average age range was 20-25.

#	Gender	Age Range
1	Female	20-25
2	Female	20-25
3	Female	20-25
4	Female	41-45
5	Female	31-35
6	Female	20-25
7	Male	26-30
8	Female	31-35
9	Male	31-35

Procedures

This tutorial was reviewed by seven, female, novice level learners and two, male, novice level learners. All participants had obtained a minimum of a bachelor's degree. Each of the evaluators reviewed the tutorial and provided feedback via the survey following module four. This survey form is submitted by the evaluator and sent directly to Team Flex via email.

Assessment Criteria

Team Flex decided to conduct a Beta test using a Likert Scale Survey. Each evaluator was asked to respond to questions regarding the following categories:

- Content (organization, quality, quantity, degree of difficulty, applicability)
- Auxiliary items (resources, glossary, directions, orientation)
- Navigation (buttons, site map)
- Aesthetics (graphics, color, layout, overall design)

The actual results of the Beta test can be found in the Beta portion of the appendixes.

Results

Question	Average Score
1. The purpose of the tutorial is clearly explained	4.22
2. The assessment reflects the materials presented in the tutorial.	4.44
3. The Help function on the tutorial is beneficial.	3.33
4. The tutorial navigation is user friendly.	3.89
5. The graphics enhance the content presented in the tutorial.	4.11
6. The tutorial is engaging.	4.00

7. I am able to access the tutorial without difficulty.	4.30
8. How would you improve this on-line tutorial?	3-reduce the content,2 more stimulating activities, increase the content
9. I am able to recall the general history of APO.	4.25
10. I am able to identify the APO mission and vision statement.	4.10
11. I am able to identify the organizational structure of APO.	4.25
12. I am able to identify the individual roles within APO.	3.88
13. I am able to identify the necessary steps in becoming an APO Alumni Volunteer.	3.42
14. I am able to identify the necessary steps in becoming an APO Alumni Volunteer.	4.12
15. I was able to follow and complete the necessary steps in becoming an APO Alumni Volunteer.	3.71

Recommendation for Revisions

After review of the survey data a few common themes reveal themselves. The reviewers did not see the help function on the tutorial as beneficial. This may be due to the computer skill level of this group being generally high, but this is not seen as a detriment to the orientation. The help function is there to help those learners who may become lost because of their lack of computer skills. It seems that the content in module three and as a whole was seen to be too dense. Module 3 is definitely one of the more content rich areas but, it is necessary in order to convey the information. The content is detailed but a general overview or review of information was deemed to be the best approach for incoming volunteers. As a whole, the basic orientation received positive feedback and seemed to be user-friendly, easy to navigate and sufficient in instruction.

Reflection

Overall, this evaluation process was extremely valuable for clarifications of the weaker areas of our project, as well as the strong areas of our project. Many suggestions were made and suggestions for improvement have been clearly identified. Through evaluation we have found that many of our objectives have been met, and those that Team Flex will be unable to improve are now recorded for future involvement. In the future, we hope that Alpha Phi Omega is able to use this tutorial as a useful training method and seek to continue improvements along the way.

Appendixes

Alpha Response# 1: Client

I am going to go ahead and forward the 3-5 emails I received regarding Module 3. I think there are 2 important points that I agree with.

1) There needs to be some sort of context statement for each level - describing that level of the organization generally. In one particular email Sarah Burton even writes out what that text might look like.

2) The 1st person, "Hi!!, I'm ..." on the roles doesn't quite seem inline with the professional tone we are trying to set. You probably received mixed messages from me on that, so I'll own that issue. But, I think the comments in the soon-to-follow emails are correct. I doubt the rest of the instruction will be in 1st person, so I think those just need to be descriptive pieces. Again, Sarah actually suggests some wording for several of those.

Quiz:

I think if we address point #1 above, then that helps me with the quiz. Right now, it seems very specific - about specific jobs that I'm not sure is important for someone to "memorize" or even really know at this stage in their APO career. As an orientation/overview, I think it's more important that they walk away with a clear sense of what happens generally at each level (i.e. The context piece above). Perhaps focusing on what happens at each level more generally and the key players on each would be best (Sectional Chair, Regional Chair, National Convention, National Board, National Office). I love the drag and drop idea though - excellent! Just change the content a bit.

National level:

This has been really interesting to think about. You'll see a couple of suggestions from folks in the follow-up emails, none of which I'm really enamored. I'm attaching a ppt that I think best captures that level. Let me know if it makes sense. It is bare bones - please interpret/stylize/rewrite as you see fit.

Alpha Response # 2: Current Volunteer, Female

Hi.

I think the overall look is pretty good, but there is A LOT of content changes that need to be made: I like the square box, title area, and the navigation looks like it will be mostly straight forward. Great is the pyramid over to the side with the blinking level that you are currently in. Consider adding additional navigation so you don't necessary have to click next to get thru and back. Example: if you click on the pyramid level color you automatically to go the start of that level's section – if you click on each type of advisor you jump to that area. Only allowing prev./next means that if someone wants to go back

and cross reference they have to do it page by page ... very slow and cumbersome.

I'd like to see some more intro text. It feels as though each section plunges very directly and assumes you are on top of what they are saying. For example: starting with chapter level – the text immediately says: we are the advisors. The person taking this orientation won't necessarily be advisors and there is no overview of this section. Instead consider:

Chapter level:

Into page with all types of chapter level volunteers: advisor, chapter rep (cross reference with sectional level), section chair (cross reference with sectional level), RD, national office – this will show that more than just the advisors work with the chapter. Then start by explaining the chapter advisors role, but don't jump right in. Instead have an introductory statement: "Within the chapter level, most volunteers serve as an advisor to a local group. Each chapter is required to have 4 advisors which fall into at least one of 3 types (community, scouting/youth services, or faculty/staff)."

Also, there are a number of typos and bad English in the descriptions:

"We are advisors. At the chapter level there is a requirement of four advisors. The advisors share a combination of jobs that help the fraternity organize and carry through successful projects dealing with service, fellowship and leadership. Advisors are known for helping the chapter with every aspect of its programming." Additionally, I don't feel this accurately characterizes the advisor's role. This makes it sound like the advisor organizes the group, that the advisors are involved in 'every aspect of it's programming' I feel is delivering the wrong message. I would change this to "Within the chapter level, most volunteers serve as an advisor to a local group. Each chapter is required to have 4 advisors which fall into at least one of 3 types (community, scouting/youth services, or faculty/staff). Collectively, the advisors share a combination of jobs that help the chapter to understand the principles of chapter organization. They help the students develop the leadership and managerial skills required to successfully implement create, plan, and implement chapter programs. Chapter advisors often provide long term continuity and history, because they tend to serve the chapter for several years. In this capacity, they are an excellent resource for information on the chapter's history and evolution. Other advisors may have experience serving multiple chapters across the section, region, or even the nation. These advisors provide an outside perspective for students who have not yet gained a broad perspective."

The community advisor explanation is pretty good. Scouting/Youth Services: I help arrange and facilitate projects with youth groups. – sounds like they take care of the arrangements and coordinate projects; Change to : "I help provide contacts to scouting and youth oriented organizations for service projects or other chapter programs. I serve as a link between the chapter and scouting and youth organizations."

Fac/Staff: make it a consistent intro: "As the faculty/staff advisor, I (alongside my colleague) provide a link between the chapter and the sponsoring institution. As a member of the institutions faculty or staff, I often assist the chapter members to build relationships with the offices and agencies on campus that enable the chapter to secure space for meetings and campus based projects. I also help the chapter to be aware of and understand the university's policies and procedures."

When you view the specific roles of each advisor – the others are white – it's jarring to the eyes. Make them a light grey instead.

I especially like the checklists – however, this will require monitoring and updates.

Sectional Level:

I don't believe the positions they have listed necessarily reflect the positions on all sectional staff groups. An introductory page (again, this is needed) should provide a brief overview of several "potential sectional staff positions" and explain that the exact make up of the sectional volunteers will vary by location. All sections have a section chair, however not all have a vice-chair, etc. Some have fellowship and service and even parliamentary positions. They should be referred to the national website to find each section's web space to learn more about the sectional staff in their area. This can be done by a link out to the correction area of the national site (or to the national site at all – maybe a search button on the national site will know to find "sectional staff" and list to a specific area of the web site where you can see each section listed and click there to get to their local page).

So: it' needs and intro, more general overview of sectional positions. Communication lines between all sectional volunteers to the section chair. Again, navigation to be able to click on each to jump around and compare – make them grey, the light yellow is too light and looks too white.

The text needs to be more professional. Hi!! (with two exclamation points) isn't proper grammar and seems to resemble an email from a young kid more so than an orientation program for adult volunteers. Grammar and wording need work: suggestions: "Within the sectional level, we have a number of potential volunteer positions. These positions vary by section and you should consult the national website (www.apo.org <http://www.apo.org/> /sections) for a listing of all sections. Most sections maintain their own web space and list the specific positions they currently support along with descriptions. This orientation will provide you with a general overview of common section level volunteer positions." 1) Section Chair: "All sections are maintained by a section chair. As the section chair, I hold a one year term in office and am responsible for the maintenance and growth of APO within the local area. I work hard to develop and provide leadership to both chapters and other volunteer staff members. I also work with members of the extension team (see national committee, extension) to help guide for the establishment of new chapters." 2) Section Vice-Chair: "As the Sectional Vice-Chair, I am appointed by the Section Chair at the beginning of their term. My appointment generally runs with the section chair's term and is reappointed after the annual election. As a general rule, I am responsible for taking the place of the Section Chair if he/she is not readily available. I also assist the Section Chair in maintaining and growing the fraternity in my local area. At times the Section Chair will describe other roles and responsibilities as needed." 3) Chapter Representative: "I am the Chapter Representative. As the face of the National Fraternity to the chapter and its members, I hold a very important position within the section. Through my contact with the chapter executives and advisors, I assist the chair in keeping up to date with the chapter's programs and development. I also help the chapter members and advisors stay current on discussions, issues, and by-law changes that occur on the regional and national level."

.... this needs to continue (same format and style for grammar for each position). A small survey of the regional/sectional site can be conducted from the national website and will provide a general overview of the positions that need to be listed.

The same issues with grammar apply to the subsequent sections. Again, I think it's less than professional to have cutesie email intros with multiple exclamation points, etc – the sentences should be complete and start at the beginning. I realize the target is (generally) younger adults (20s), but I believe a more professional writing style will introduce them to the type of conduct we expect from them and will help move the fraternity into the new image we are striving for. We need our volunteers to convey professionalism (especially as they work with other orgs, university administrations, etc)

George, I like your graphic – maybe add in the national convention as well.

More feedback on the national level section:

I don't feel that the national level section is accurate. You are right in that it doesn't "feel right", but I'm not sure exactly how I would change it.

I would definitely break the program directors out into the specific roles and explain the rotating one ... since the international relations is included, then SAYS volunteer and other appointed members should also be included, as should the NED and National office staff. Committee members should not be included on this graphic, but be included in one for the various program directors – with the program director being their primary to-from communication arrow.

A separate screen for the national office staff might also be beneficial b/c educating volunteers about the staff and who is best to help them is also important and if we can start this from the beginning that would be helpful.

Alpha Response # 3: Current Volunteer, Male

Overall, I would pass it out and let people know that the national level is being redone.

I do not think that the "hi" and the whimsical intros in front of many of the descriptions add to the presentation and may be a turnoff to certain behavior styles.

Screen 13: I think using the word chair is confusing for someone not familiar with us. I think to an outsider chair and director seems like the same thing.

Screen 14: Region Director should state they serve on the Board of Directors and are responsible for the governance of the Fraternity between Conventions in addition to what is written.

I think for the National level it needs an additional level. I think the Convention should be in the middle, and then the various components. When you click on the National Board it would take you to another window (?) that would have the President in the middle and much of what is listed in the National level now.

Alpha Response # 4: Current Volunteer, Male

All:

I apologize that I do have time to focus on this to a great extent today, so I will be able to

offer only a few, general, sweeping comments.

This is an opportunity for us to convey a stronger sense of structure, accountability and common purpose for all volunteers.

Volunteers need to know that they are not mavericks who do whatever they want when, where and how they personally decide is most appropriate or most convenient.

Everybody needs to be on the same page regarding goals, priorities, etc.

Different people, of course, have different assignments and different tasks, but we all should be working toward the same thing -- I am not talking just philosophically -- not just LF&S -- I'm talking practically -- growth, extension, fund raising, partnerships, etc. - - these are not "somebody else's" goals -- these are our goals and we all are responsible for them.

So, the graphics and text need to convey a sense of accountability to and within the group.

They should not suggest that any one volunteer or position is autonomous or self-directed.

On another matter, the "Faculty Advisor" label should be broadened to reflect that advisors also may come from the administration and staff -- there is some reference to this in the text, but the label is misleading.

Alpha Response # 5: Current Volunteer, Male

I very much like the basic design of the orientation. It is creative, informative and interactive.

There are some miss spelled words that I'm sure others will also catch. I'm not sure about using the first person tense in this design. I will have to think about this a little and perhaps you can get others opinions on this point. On the Faculty Advisor position I might suggest in the opening statement it also says that he/she is the official connection to the University and is often used when a signature is needed by the Chapter for adhering to University Policies. On the Regional Level, you have the representatives of each key programming area as a member of the team. Although this has been common practice, this may or may not be the case on a region by region basis or program by program basis. Additionally there are a number of other positions at the regional level that might be applicable. I might suggest we consider stating that the sections and regions have many opportunities for volunteering and we are including just a sampling of key volunteer positions. On the opening statement of the Archivist, I don't think it was the intent to say that he is "making history" Actually he is the person charged with maintaining historical artifacts. I want to go back and review it in more detail at a later time, looking at each of the individual position statements in more detail over the next couple of days. I do not think I'll get to it in the next 24 hours.

This is a GREAT move forward in providing an overview of the Fraternity for our Brotherhood. Thanks to you and all of your committee working on this project.

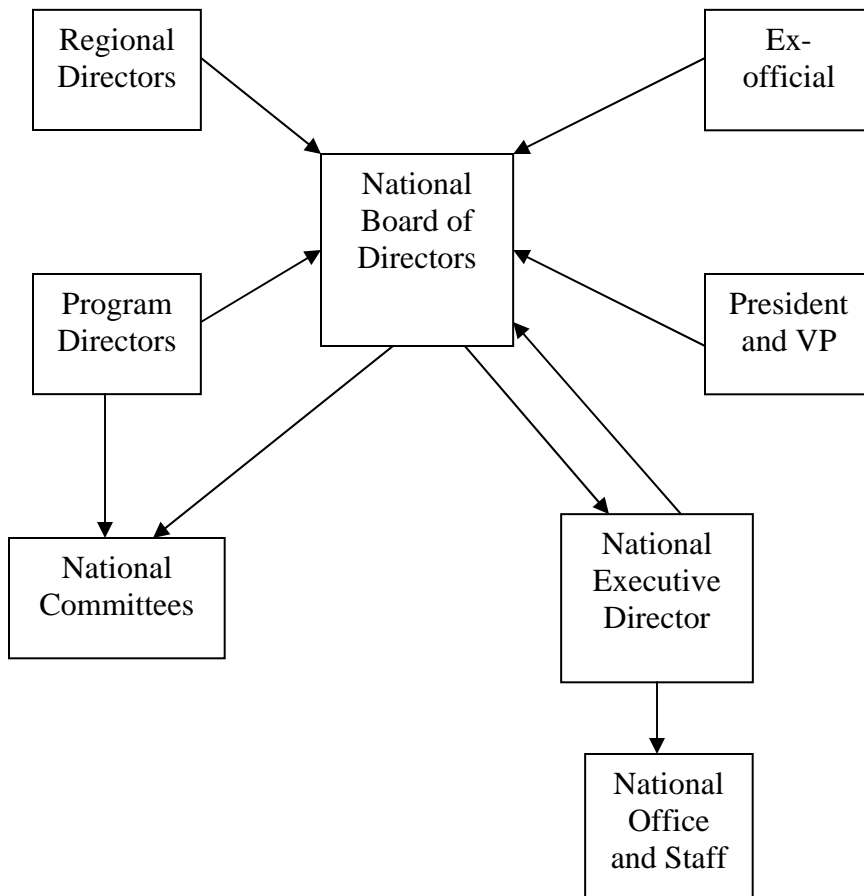
Alpha Response # 6: Current Volunteer, Male

Hello All,

First off, I agree completely with Sarah's comments – no point in me repeating them.

Attached is my attempt to explain the national structure. Each one of my boxes would have to have a description of the role and responsibilities.

Let me know what you think.



Beta Response # 1

1. The purpose of the on-line tutorial is clearly explained. -> 4= Agree
2. The assessment reflects the materials presented in the tutorial. -> 5= Strongly Agree
3. The Help function on the tutorial is beneficial. -> 3= Neither Agree/Nor Disagree
4. The tutorial navigation is user friendly. -> 4= Agree
5. The graphics enhance the content presented in the tutorial. -> 5= Strongly Agree
6. The tutorial is engaging. -> 4= Agree
7. I am able to access the tutorial without difficulty. -> 5= Strongly Agree
8. How would you improve this on-line training program? -> Reduce content covered in the program
9. I am able to recall the general history of APO. -> 4= Agree
10. I am able to identify the APO mission and vision statement. -> 4= Agree
11. I am able to identify the organizational structure of APO. -> 3= Neither Agree/Nor Disagree
12. I am able to identify the individual roles within APO. -> 4= Agree
13. I am able to identify the major responsibilities of all APO Alumni Volunteers. -> 4= Agree
14. I am able to identify the necessary steps in becoming an APO Alumni Volunteer. -> 4= Agree
15. I was able to follow and complete the necessary steps in becoming an APO Alumni Volunteer. -> 4= Agree

date -> 11/30/2005

sex -> Female

age -> 20-25

select -> Bachelors

Beta Response # 2

1. The purpose of the on-line tutorial is clearly explained. -> 1= Strongly Disagree
2. The assessment reflects the materials presented in the tutorial. -> 1= Strongly Disagree
3. The Help function on the tutorial is beneficial. -> 1= Strongly Disagree
4. The tutorial navigation is user friendly. -> 1= Strongly Disagree
5. The graphics enhance the content presented in the tutorial. -> 1= Strongly Disagree
6. The tutorial is engaging. -> 1= Strongly Disagree
7. I am able to access the tutorial without difficulty. -> 1= Strongly Disagree
8. How would you improve this on-line training program? -> Reduce content covered in the program->
9. I am able to recall the general history of APO. -> 4= Agree
10. I am able to identify the APO mission and vision statement. -> 5= Strongly Agree
11. I am able to identify the organizational structure of APO. -> 5= Strongly Agree
12. I am able to identify the individual roles within APO. -> 4= Agree
13. I am able to identify the major responsibilities of all APO Alumni Volunteers. -> 4= Agree
14. I am able to identify the necessary steps in becoming an APO Alumni Volunteer. -> 4= Agree
15. I was able to follow and complete the necessary steps in becoming an APO Alumni Volunteer. -> 4= Agree

date -> 04/05/1983

sex -> Female

age -> 20-25

select -> Bachelors

Beta Response # 3

1. The purpose of the on-line tutorial is clearly explained. -> 5= Strongly Agree

2. The assessment reflects the materials presented in the tutorial. -> 5= Strongly Agree
3. The Help function on the tutorial is beneficial. -> 5= Strongly Agree
4. The tutorial navigation is user friendly. -> 5= Strongly Agree
5. The graphics enhance the content presented in the tutorial. -> 5= Strongly Agree
6. The tutorial is engaging. -> 5= Strongly Agree
7. I am able to access the tutorial without difficulty. -> 5= Strongly Agree
8. How would you improve this on-line training program? -> Make training activities more stimulating.
9. I am able to recall the general history of APO. -> 4= Agree
10. I am able to identify the APO mission and vision statement. -> 5= Strongly Agree
11. I am able to identify the organizational structure of APO. -> 5= Strongly Agree
12. I am able to identify the individual roles within APO. -> 4= Agree
14. I am able to identify the necessary steps in becoming an APO Alumni Volunteer. -> 5= Strongly Agree
15. I was able to follow and complete the necessary steps in becoming an APO Alumni Volunteer. -> 5= Strongly Agree

date -> 12/07/2005

sex -> Female

age -> 20-25

select -> Bachelors

Beta Response # 4

1. The purpose of the on-line tutorial is clearly explained. -> 5= Strongly Agree
2. The assessment reflects the materials presented in the tutorial. -> 5= Strongly Agree
3. The Help function on the tutorial is beneficial. -> 3= Neither Agree/Nor Disagree
4. The tutorial navigation is user friendly. -> 4= Agree
5. The graphics enhance the content presented in the tutorial. -> 4= Agree
6. The tutorial is engaging. -> 4= Agree
7. I am able to access the tutorial without difficulty. -> 4= Agree
8. How would you improve this on-line training program? -> Make training activities

more stimulating.

comments -> Graphics and layout and flow of the tutorial are exceptional and I enjoyed working through it.

Some minor notes:

Module 1 page 6: please spell check the directions box.

Module 3 page 27: you might want to eliminate the answer (regional director) from the question

Module 3 page 2: first sentence may be missing the word "member" (being an active member to that of a ...)

Evaluation Q8 formative: what is the difference between options 2 and 3 (tutorial vs. program)

space9 ->

9. I am able to recall the general history of APO. -> 5= Strongly Agree

10. I am able to identify the APO mission and vision statement. -> 5= Strongly Agree

11. I am able to identify the organizational structure of APO. -> 5= Strongly Agree

12. I am able to identify the individual roles within APO. -> 4= Agree

13. I am able to identify the major responsibilities of all APO Alumni Volunteers. -> 4= Agree

14. I am able to identify the necessary steps in becoming an APO Alumni Volunteer. -> 4= Agree

15. I was able to follow and complete the necessary steps in becoming an APO Alumni Volunteer. -> 3= Neither Agree/Nor Disagree

date -> 12/07/2005

sex -> Female

age -> 41-45

select -> Post-Bachelors

Beta Response # 5

1. The purpose of the on-line tutorial is clearly explained. -> 5= Strongly Agree

2. The assessment reflects the materials presented in the tutorial. -> 5= Strongly Agree

3. The Help function on the tutorial is beneficial. -> 2= Disagree

4. The tutorial navigation is user friendly. -> 2= Disagree

5. The graphics enhance the content presented in the tutorial. -> 5= Strongly Agree

6. The tutorial is engaging. -> 5= Strongly Agree

7. I am able to access the tutorial without difficulty. -> 5= Strongly Agree
8. How would you improve this on-line training program? -> Reduce content covered in the program
9. I am able to recall the general history of APO. -> 3= Neither Agree/Nor Disagree
10. I am able to identify the APO mission and vision statement. -> 3= Neither Agree/Nor Disagree
11. I am able to identify the organizational structure of APO. -> 3= Neither Agree/Nor Disagree
12. I am able to identify the individual roles within APO. -> 3= Neither Agree/Nor Disagree
13. I am able to identify the major responsibilities of all APO Alumni Volunteers. -> 3= Neither Agree/Nor Disagree
14. I am able to identify the necessary steps in becoming an APO Alumni Volunteer. -> 3= Neither Agree/Nor Disagree
15. I was able to follow and complete the necessary steps in becoming an APO Alumni Volunteer. -> 3= Neither Agree/Nor Disagree

date -> 12/7/05
sex -> Female
age -> 31-35
select -> Ph.D.

Beta Response # 6

1. The purpose of the on-line tutorial is clearly explained. -> 5= Strongly Agree
2. The assessment reflects the materials presented in the tutorial. -> 5= Strongly Agree
3. The Help function on the tutorial is beneficial. -> 4= Agree
4. The tutorial navigation is user friendly. -> 5= Strongly Agree
5. The graphics enhance the content presented in the tutorial. -> 5= Strongly Agree
6. The tutorial is engaging. -> 5= Strongly Agree
7. I am able to access the tutorial without difficulty. -> 5= Strongly Agree
8. How would you improve this on-line training program? -> Make training activities more stimulating.
9. I am able to recall the general history of APO. -> 4= Agree

10. I am able to identify the APO mission and vision statement. -> 5= Strongly Agree

11. I am able to identify the organizational structure of APO. -> 3= Neither Agree/Nor Disagree

12. I am able to identify the individual roles within APO. -> 3= Neither Agree/Nor Disagree

13. I am able to identify the major responsibilities of all APO Alumni Volunteers. -> 2= Disagree

14. I am able to identify the necessary steps in becoming an APO Alumni Volunteer. -> 4= Agree

15. I was able to follow and complete the necessary steps in becoming an APO Alumni Volunteer. -> 4= Agree

date -> 12/05/05

sex -> Female

age -> 20-25

select -> Masters

Beta Response # 7

1. The purpose of the on-line tutorial is clearly explained. -> 5= Strongly Agree

2. The assessment reflects the materials presented in the tutorial. -> 5= Strongly Agree

3. The Help function on the tutorial is beneficial. -> 5= Strongly Agree

4. The tutorial navigation is user friendly. -> 4= Agree

5. The graphics enhance the content presented in the tutorial. -> 5= Strongly Agree

6. The tutorial is engaging. -> 4= Agree

7. I am able to access the tutorial without difficulty. -> 4= Agree

8. How would you improve this on-line training program? -> Reduce content covered in the program

comments -> I think this is excellent for an intro to Alpha Phi Omega. Is there going to be an advanced course? Also the section that discusses the members of section staff should have the webmaster removed and another position added. While the webmaster is important (if present) it is definitely not the top of my list for important positions. On the education there should be something for those who have not completed their bachelors yet.

date -> 12/05/2005

sex -> Male

age -> 26-30
select -> Bachelors
Submit -> Submit

Beta Response # 8

1. The purpose of the on-line tutorial is clearly explained. -> 4= Agree
2. The assessment reflects the materials presented in the tutorial. -> 4= Agree
3. The Help function on the tutorial is beneficial. -> 3= Neither Agree/Nor Disagree
4. The tutorial navigation is user friendly. -> 5= Strongly Agree
5. The graphics enhance the content presented in the tutorial. -> 4= Agree
6. The tutorial is engaging. -> 4= Agree
7. I am able to access the tutorial without difficulty. -> 5= Strongly Agree
8. How would you improve this on-line training program? -> Increase content covered in the program
9. I am able to recall the general history of APO. -> 5= Strongly Agree
10. I am able to identify the APO mission and vision statement. -> 4= Agree
11. I am able to identify the organizational structure of APO. -> 5= Strongly Agree
12. I am able to identify the individual roles within APO. -> 4= Agree
13. I am able to identify the major responsibilities of all APO Alumni Volunteers. -> 2= Disagree
14. I am able to identify the necessary steps in becoming an APO Alumni Volunteer. -> 4= Agree
15. I was able to follow and complete the necessary steps in becoming an APO Alumni Volunteer. -> 3= Neither Agree/Nor Disagree

date -> 12/05/05
sex -> Male
age -> 31-35
select -> Bachelors

Beta Response # 9

1. The purpose of the on-line tutorial is clearly explained. -> 4= Agree
2. The assessment reflects the materials presented in the tutorial. -> 5= Strongly Agree

4. The tutorial navigation is user friendly. -> 4= Agree
5. The graphics enhance the content presented in the tutorial. -> 5= Strongly Agree
6. The tutorial is engaging. -> 3= Neither Agree/Nor Disagree
7. I am able to access the tutorial without difficulty. -> 4= Agree
9. I am able to recall the general history of APO. -> 5= Strongly Agree
10. I am able to identify the APO mission and vision statement. -> 5= Strongly Agree
11. I am able to identify the organizational structure of APO. -> 5= Strongly Agree
12. I am able to identify the individual roles within APO. -> 5= Strongly Agree
13. I am able to identify the major responsibilities of all APO Alumni Volunteers. -> 5= Strongly Agree
14. I am able to identify the necessary steps in becoming an APO Alumni Volunteer. -> 5= Strongly Agree

date -> 12/05/2005

sex -> Female

age -> 31-35

select -> Masters

1. The purpose of the on-line tutorial is clearly explained. -> 4= Agree
2. The assessment reflects the materials presented in the tutorial. -> 4= Agree
3. The Help function on the tutorial is beneficial. -> 3= Neither Agree/Nor Disagree
4. The tutorial navigation is user friendly. -> 4= Agree
5. The graphics enhance the content presented in the tutorial. -> 4= Agree
6. The tutorial is engaging. -> 4= Agree
7. I am able to access the tutorial without difficulty. -> 4= Agree
8. How would you improve this on-line training program? -> Reduce content covered in the program
9. I am able to recall the general history of APO. -> 4= Agree
10. I am able to identify the APO mission and vision statement. -> 4= Agree
11. I am able to identify the organizational structure of APO. -> 4= Agree
12. I am able to identify the individual roles within APO. -> 4= Agree
13. I am able to identify the major responsibilities of all APO Alumni Volunteers. -> 4= Agree
14. I am able to identify the necessary steps in becoming an APO Alumni Volunteer. -> 4= Agree
15. I was able to follow and complete the necessary steps in becoming an APO Alumni Volunteer. -> 4= Agree

date -> 12/05/2005

sex -> Male

age -> 31-35

select -> Bachelors