The Digital Training Management System (DTMS) Operators Course

Submitted by:

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IDE 631 – Instructional Design and Development I

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Submitted to:

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Abstract

The Digital Training Management System (DTMS) is a Learning Management System developed and used by the Army to track and manage soldiers' training to determine their readiness and, ultimately, their readiness. All Soldiers are obligated, by regulation, to assess their physical readiness twice a year and not to exceed 180 since the last assessment.

The Army has been working diligently during the last three years to change its Soldier fitness assessment construct. To validate and assess the effectiveness of the Army's newly developed fitness assessment, the Army conducted an Army-wide DTMS report for Soldier fitness assessments – the Army Combat Fitness Test (ACFT). In doing so, the Army identified a problem with the 1st Armored Division (1AD), located at Fort Bliss, Texas, where only 61% of the 20K plus Soldiers assigned to the 1AD had a valid fitness assessment recorded and input into DTMS – a problem still present, today. See Appendix A for 1AD ACFT DTMS overview.

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Instructional Analysis: Performance Statement

Problem Statement

"Military personnel are having difficulty tracking and entering ACFT performance inputs into the Digital Training Management System (DTMS)"

Competent Performance

DTMS Operators should be able to demonstrate the proper operator-level functionality, which includes:

- Enter the training plan to schedule and manage events, event sets, checklists, calendars, and training schedules in sequence and without error.
- Demonstrate proper data input to manage Soldier training records without error.
- Demonstrate proper data pull to manage reports and unit training proficiency statuses without error.

Performance Problem

Military personnel are not correctly inputting ACFT data into DTMS within 72-hours after completing the ACFT. Army Regulation (AR) 350-1 requires timely and accurate reporting of training events, including the ACFT, in DTMS, without exception or regard for DTMS system outages, network outages, or units' lack of expertise or knowledge of DTMS.

Almost every Soldier in the Army possesses basic computer skills and knowledge. However, DTMS is Learning Management System (LMS), which is not easily understood and is a foreign system to soldiers who have received no formal training about its use and operation. DTMS has several nuances that often require proper training to understand and resolve. For that reason, it takes formal training to understand and effectively use, regardless of a Soldier's previous knowledge or expertise.

Analysis: Audience & Working / Learning Environments

Audience Profile

DTMS Operators are U.S. Army Soldiers trained and efficient in a vast range of Military Occupational Series' (MOS) positions and skill levels throughout the Army. The average operator is, at a minimum, high school (or equivalent) graduates, Basic Combat Training (BCT) trained, MOS specific school trained (Department of the Army, 2019).

Soldiers of all ranks and MOS's will be eligible to attend DTMS training [based on unit mission, intent, and end goal]; however, the preferred targeted audience rank to achieve organizational success is Specialist (E-4) thru Sergeant First Class (E-7). The intent should be on

proper individual skills with a developmental focus that can adapt to unit position and future competency, supporting DTMS training management goal(s) and objectives.

Learning and Working Environments

The **working environment** is relaxed, easy-going, and ideal workspace to allow office development and management teaching. The area is large enough to fit approximately 30 workstations in a large classroom or office space, with desks, chairs, computer workstations, and a shared printer for everyday products. The area is equipped with projection, video display, and custom audio and recording for digital playback for future training needs.

The **evaluation environment** is established to enable a flow of information between the operator and instructor; all DTMS systems are linked to allow for viewability by the senior systems instructor for control, instruction, and development. As DTMS training progresses, evaluations and knowledge assessments will span records management, the ability to digitally develop, record, coordinate training plans within organizations, record training assessments, training completion, and training readiness. The training management process from the project, preparation to execution, is key to maintaining an environment of calm, developmental, open feedback between operator and instructor to ensure complete understandability of the information in a short 16-hr block of instructing window.

The **learning environment** where the DTMS operators receive the training is open-minded and spirited. Operators and instructors must have constant student-to-teacher feedback to ensure the complete understandability of the instruction is delivered. Operators will progress from building soldiers' profiles to unit records management quickly; if not, operators can fall behind if unsure of information or how to advance to the next step(s). Establishing trust and confidence early in the training instruction is critical to ensure the final hands-on evaluation is 100 percent successful. An effort that prepares the operators to become unit subject matter experts after the completion of the course.

Analysis: Content Analysis

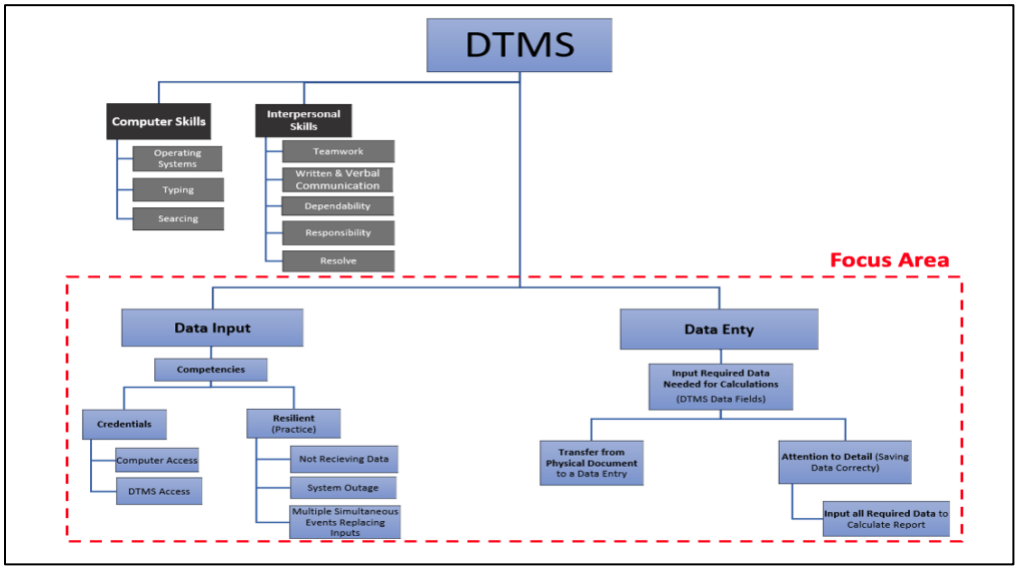
Content Analysis

Unit level leaders have options, and it is at their discretion whom they pick to serve in their training room and those in their training room as the DTMS Operator(s). ***Data Inputs*** are some areas are missed during the selection process where soldiers are selected in relevance of good work habits and computer skills. Computer skills are critical as they serve as a base for and the number of soldiers selected.

In developing the content analysis, the below analysis hierarchy serves as the framework for why Soldiers must be developed and appropriately selected for DTMS operations. Currently, Soldiers are not tested on recording, transfer of documentation, or attention to detail which effects ***Data Entry***. Additionally, their ability to input data is vital to developing systematic credentials, which leaves a gap in systems training that could affect overall unit deployment

status. With this understanding, the hierarchy will lead this analysis towards understanding the path to a solution.

Content Analysis Hierarchy



Design: Content, Instructional Goals, Objectives, & Assessments

Summary of the Relationship(s) amongst Performance and Content

Performance	Content
Input ACFT results into DTMS within 72-hours after the completion of the even both accurately and without error. **Lower Order Thinking Skills** – Memorize and recall the required actions necessary to accurately input ACFT data into DTMS **Higher Level Thinking** – Processing Methods used to input ACFT data in DTMS.	DTMS Operators demonstrate Mastery Learning using Scaffolding to increase their knowledge and proficiency of DTMS through several practical exercises, check(s)-on-learning, student/instructor interactions, and a culminating hands-on evaluation designed to evaluate mastery learning.
Report ACFT events and unit statistics, without error, using both digital and analog reporting methods. **Lower Order Thinking Skills** – Memorize and recall the required actions(steps) taken to report ACFT statistics. **Higher Level Thinking** – Analyze the reports produced for accuracy to identify and correct deficiencies while reporting.	Utilizing multiple practical exercises and receiving subsequent instructor feedback, designed to improve efficiency/accuracy, learners practice DTMS data input and reporting while gaining confidence and with increased accuracy.

Instructional Goals

For the duration of this content, "Learners" are defined as DTMS operators.

- Learners successfully log in to DTMS using the correct certificate and having granted access to DTMS.

- Learners access and explore helpful DTMS links that assist them should they have trouble navigating DTMS.

- Learners can explain contingency planning techniques to consolidate data to input when system access is restored rapidly.

- Learners successfully input ACFT data rapidly into DTMS using the contingency plan they developed.

- Learners successfully print and email an ACFT report using DTMS.

- Learners produce an ACFT report, in paper format, to the instructor in paper format and using email. The produced report should be complete, accurate, and without error.

Learning Objectives

- Learners demonstrate their granted access to DTMS and Government Networks.

- Learners can navigate DTMS, understand sections and sub-sections of DTMS, and seek 'how-to' help should they encounter problems navigating DTMS.

- Learners demonstrate using a method of their choosing, and they elect to use to consolidate data required for rapid input into DTMS when access is restored.

- Learners successfully demonstrate and refine the effectiveness of their individually developed contingency plan.

- Leaner's scaffold their contingency plan when demonstrating successfully saving ACFT input data.

- Learners create an ACFT report distributable in paper format and by using email.

Summarize Relationship(s) amongst Goals, Objectives, and Assessments

Instructional Goal	Learning Objectives	Learning Assessment
Learners (DTMS Operators) successfully log in to DTMS using the correct certificate and having granted access to DTMS.	Learners demonstrate their granted access to DTMS and Government Networks.	After practical application, the instructor will visually check each learner's workstation to ensure they are logged in and have granted access to DTMS.
Learners (DTMS Operators) access and explore helpful DTMS links that assist them should they have trouble navigating DTMS.	Learners can navigate DTMS, understand sections and sub-sections of DTMS, and seek 'how-to' help should they encounter problems navigating DTMS.	During practical application, learners have presented visual check-on learning to which they are asked to search for a provide the telephone number and email address for the DTMS Helpdesk.
Learners can explain contingency planning techniques to consolidate data to input when system access is restored rapidly.	Learners demonstrate using a method of their choosing, and they elect to use to consolidate data required for rapid input into DTMS when access is restored.	After being presented with several options available but not wholistic, learners will decide and use a means of their choosing to develop a contingency plan that consolidates key data the instructor issues them in the form of a practical exercise.
Learners (DTMS Operators) successfully input ACFT data rapidly into DTMS using the contingency plan they developed.	Learners successfully develop, demonstrate the use of, and refine the effectiveness of their individually developed contingency plan.	Learners presented a practical exercise that included more data entries required for input into DTMS. The learners will extract the data given to their contingency plan and then use their contingency plan to input the data into DTMS. The learner will present both the contingency plan and their workstation to the instructor for evaluation and feedback.

Learners (DTMS Operators) successfully input ACFT data rapidly into DTMS using the contingency plan they developed.	Learners successfully develop, demonstrate the use of, and refine the effectiveness of their individually developed contingency plan.	Learners presented a practical exercise that included more data entries required for input into DTMS. The learners will extract the data given to their contingency plan and then use their contingency plan to input the data into DTMS. The learner will present both the contingency plan and their workstation to the instructor for evaluation and feedback.
Learners (DTMS Operators) successfully print and email an ACFT report using DTMS.	Leaner's scaffold their contingency plan when demonstrating successfully saving ACFT input data.	Learners are presented with a practical exercise that includes more data than the previous two exercises. Learners must input, save, and, if saved correctly, produce an ACFT report in paper form and email it to the instructor.
Learners (DTMS Operators) produce an ACFT report, in paper format, to the instructor in paper format and using email. The produced report should be complete, accurate, and without error.	Learners create an ACFT report distributable in paper format and by using email.	Learners are given a timed and data-intensive hands-on evaluation which requires them to use all the skills previously taught to produce a correct, accurate, and error-free report to the instructor. The report must be submitted in paper form and email for successful course completion.

Development: Storyboard Set

Narrative

DTMS – Operators Course

UNIT Title: DTMS – Operators Course **Designer:** Joe Denny/Justin Hood/Jason Hellstrom
Purpose: Train and Educate DTMS Operators **Seat-time: 16 Hours**

- **Context:** The objective of this 16-hour lesson on the Operator Level Functionality for Company and Below Using the Digital Training Management System (DTMS) is designed to increase the operator's knowledge and ability to digitally develop, record, and coordinate training plans within organizations as well as record training assessments, training completion, and training readiness. DTMS assists operators at each step of the training management process from plan and prepare to execute and assess. DTMS provides operators a digital version of the Soldier's individual training record and job book to better inform training management decisions. Basically, it reduces manual data entry as new Soldiers arrive and Soldiers move to other units.

Target Audience: DTMS Operators must possess basic computer skills of computer operating systems. Additionally, DTMS Operators must possesses core competencies which include Access to Army Networks & access to DTMS. DTMS operations need to show resiliency to meet the timely data entry requirements even though they are not receiving timely data, routine or sporadic system outages, and during busy times of multiple exercises requiring simultaneous input into DTMS.

Expected UNIT outcomes:

- Enter the training plan to schedule and manage events, event sets, checklists, calendars, and training schedules in sequence and without error.
- Record objective assessments to properly manage the unit Mission Essential Task List (METL).
- Demonstrate proper data input to manage ACFT data into Soldiers individual training records, without error.
- Demonstrate proper data pull to manage reports and unit training proficiency statuses, without error.

Overview:

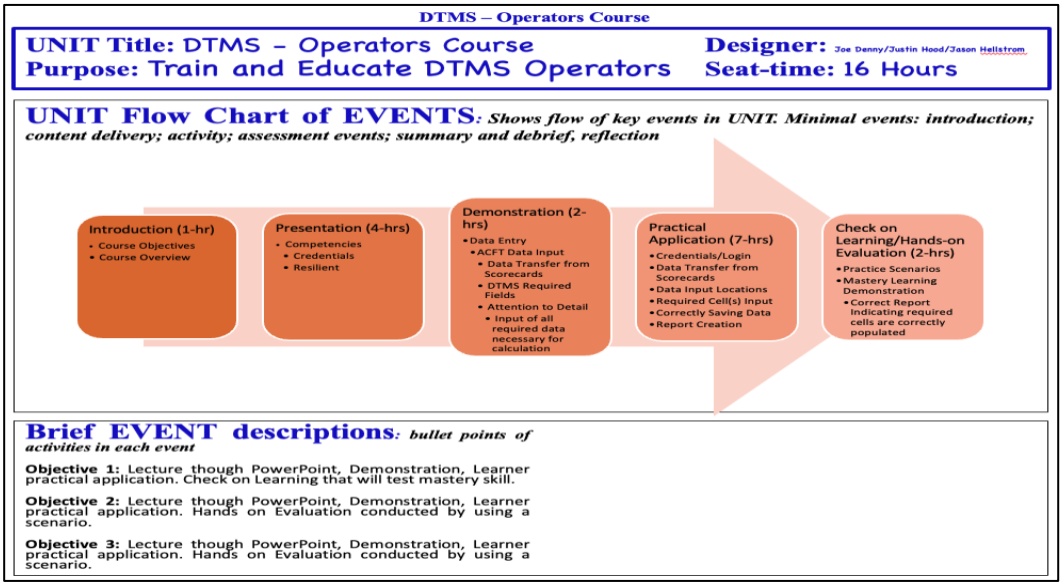
Checks on Learning: Checks on learning occur after each module and at the completion of training. The check on learning is an informal, required check, to determine if the students are learning and showing mastery before proceeding to the next learning objective. The checks on learning include:

- Assess the progression of learning, moving sequentially from the lower level of learning, then adding questions up to and including the same learning level as the learning objective.
- Require recall and demonstration of a previously learned skill or knowledge.
- Enhances the learners problem solving thru recalling information previously learned.
- Are guided by task completion, not the processes used.

Review Summaries: Includes reviewing material after each module and at the end of training session further enabling instructor/facilitator to engage students during the summary discussion.

- The lesson plan provides three student workbook(s) that assist and guide the instructor/students through the first three modules and included practical exercises to assess the students' learning.

Flowchart



Storyboard Screens

Event-1

DTMS – Operators Course

UNIT title: Data Input
EVENT Title: Competencies: Credentials — **Estimated Time for EVENT: 90 Minutes**

EVENT:

EVENT Description:
PowerPoint Narration, Demonstration, Student Practical Application, and Check(s) on Learning.

EVENT Deliverables:
Learners' successful login to DTMS using the correct certificates and having granted access to DTMS.

EVENT Required Resources:
Facilitator: Classroom for 30 Students, a projection device, instructor computer with internet access, Blackboard access, and the required instructional materials.
Students: DTMS Access (granted at their unit), a writing instrument, notebook paper, and a Common Access Card (CAC).

Clarifying Notes on EVENT:

Instructor:
- Demonstrate DTMS Login (https://dtms.army.mil)
- Instruct learners to use the single sign-on.
- Ensure all learners have access to DTMS and direct users without access to contact the unit training manager to be granted access.

Users that cannot access DTMS before the completion of the event, must be dismissed from the course

EVENT Primary and Sub-learning Objectives:
Learners demonstrate their granted access to DTMS and Government networks.
- Learners select the proper Common Access Card (CAC) Credentials
- Learners demonstrate ability to contact their training manager if they are not granted DTMS access.
- Learners demonstrate using the DTMS help functions to contact the DTMS helpdesk is login issues continue.

EVENT primary content points:
DTMS requires granted access from the unit training manager for operator's access. Additionally, DTMS requires users to select the authentication certificate for access. Selecting the wrong certificate requires users to close the browser and retry.

Event-2

DTMS – Operators Course

UNIT title: DTMS Operators Course
EVENT Title: Data Input Overview — **Estimated Time for EVENT: 90 Minutes**

EVENT:

EVENT Description:
PowerPoint Narration, Demonstration, student practical application, and a check on learning.

EVENT Deliverables:
Learner's access and explore helpful DTMS links that assist them should they have trouble navigating DTMS.

EVENT Required Resources:
Facilitator: Classroom for 30 Students, a projection device, instructor computer with internet access, Blackboard access, and the required instructional materials.
Students: DTMS Access (granted at their unit), a writing instrument, notebook paper, and a Common Access Card (CAC).

Clarifying Notes on EVENT:

Instructor:
Describe Bulletin Board Menu Item Links:
- Help Desk Chat Link
- The Training and Readiness Dashboards Link
- The "Download DTMS User Guide"
- The customer Service Direct Line

EVENT Primary and Sub-learning Objectives:
Learners can navigate DTMS, understand sections and sub-sections of DTMS, and, how to seek help should they encounter problems navigating DTMS.

EVENT primary content points:
DTMS is a learning management system that displays data roll-ups and information in several areas of the site. DTMS also has several help functions to help operators should they require assistance.

Event-3

DTMS – Operators Course

UNIT title: Data Input
EVENT Title: Competencies: Resilient — **Estimated Time for EVENT: 60 Minutes**

EVENT:

EVENT Description:
Demonstration, Student Practical Application, and Check(s) on Learning.

EVENT Deliverables:
Learners can explain contingency planning techniques they will use to consolidate data to rapidly input when system access is restored.

EVENT Required Resources:
Facilitator: Classroom for 30 Students, a projection device, instructor computer with internet access, Blackboard access, and the required instructional materials.
Students: DTMS Access (granted at their unit), a writing instrument, notebook paper, and a Common Access Card (CAC).

Clarifying Notes on EVENT:

Instructor:
- Discuss and stress the importance of contingency planning for network and/or DTMS outages.
- Demonstrate techniques learners can use to consolidate data for rapid input when system outages are restored.

EVENT Primary and Sub-learning Objectives:
Learners demonstrate through a method of their choosing they will use to consolidate data required for rapid input into DTMS when access is restored.
- Learners prepare a template of their choice for data consolidation during future modules and practical applications.

EVENT primary content points:
Government networks are highly secure and often unstable during peak hours or inclement weather. DTMS has scheduled outages for update and/or upgrade which requires users to contingency plan for rapid input when the system is restored.

Event-4

DTMS – Operators Course

UNIT title: Data Entry
EVENT Title: Required Data Fields: ACFT Scorecard Transfer **Estimated Time for EVENT: 120 Minutes**

SCENARIO AND CONTINGENCY PLANNING

EVENT Description:
Practical Exercise, PowerPoint, Demonstration, Practical Exercise, Check(s) on Learning.

EVENT Deliverables:
Learners successfully input ACFT data rapidly into DTMS from the contingency plan they developed.

EVENT Required Resources:
Facilitator: Classroom for 30 Students, a projection device, instructor computer with internet access, Blackboard access, Practice Scenarios, and the required instructional materials.
Students: DTMS Access (granted at their unit), a writing instrument, notebook paper, and a Common Access Card (CAC).

Clarifying Notes on EVENT:

Instructor:
- Learners will start this event with a practical exercise which they will extract specified data from the scenario and consolidate the data to their contingency planning mechanism (Excel, Ms. Word, etc.)
- Then, the instructor will use the course material contingency plan to demonstrate rapid ACFT data input into DTMS.

EVENT Primary and Sub-learning Objectives:
Learners successfully demonstrate the effectiveness of their contingency plan.
- learners adjust their contingency plan to make it more suitable or effective.
- Learner complete the practical exercise to input required ACFT data into DTMS before this event expires.

EVENT primary content points:
Training events are continuous and produce much data required for input into DTMS. Regardless of system outages, reporting requirements are regulatory and the suspense does not change.

Event-5

DTMS – Operators Course

UNIT title: Data Entry
EVENT Title: Required Data Fields: Report Generation **Estimated Time for EVENT: 120 Minutes**

EVENT:

EVENT Description:
PowerPoint Narration, Demonstration, Student Practical Application, Check on Learning

EVENT Deliverables:
Learners successfully print and email an ACFT report from DTMS.

EVENT Required Resources:
Facilitator: Classroom for 30 Students, a projection device, instructor computer with internet access, Blackboard access, and the required instructional materials.
Students: DTMS Access (granted at their unit), a writing instrument, notebook paper, and a Common Access Card (CAC).

Clarifying Notes on EVENT:

Instructor:
1) Give an overview of Contingency Planning, ACFT Data Input, and how to properly save data in DTMS.
2) After providing an overview, demonstrate to the learners how to produce an ACFT report and how the report appears to the Department of the Army (DA).

EVENT Primary and Sub-learning Objectives:

Learners can create an ACFT report to distribute in paper form and by email.
- Learners identify and correct report deficiencies before distributing.

EVENT primary content points:
Leaders need accurate and timely DTMS reports to make decisions about future training requirements and needs. DTMS operators must be able to produce accurate and timely reports when requested.

Event-6

DTMS – Operators Course

UNIT title: DTMS Operators Course
EVENT Title: Hands-on Evaluation. **Estimated Time for EVENT: 360 Minutes**

EVENT:

EVENT Description:
Video, PowerPoint Narrated Check(s) on Learning, Demonstration (topic clarification), hands-on evaluation, Course Review, Course Surveys, Course Completion Certificates.

EVENT Deliverables:
Learners' produce an ACFT report, in paper format, to the instructor and email it to the instructor.

EVENT Required Resources:
Facilitator: Classroom for 30 Students, a projection device, instructor computer with internet access, Blackboard access, and the required instructional materials.
Students: DTMS Access (granted at their unit), a writing instrument, notebook paper, and a Common Access Card (CAC).

Clarifying Notes on EVENT:
Instructor:
- Start the event with the video from the Sergeant Major of the Army explaining the importance of accurate and timely reporting and data input into DTMS.
- Conduct a check of learning and clarify and knowledge gaps you observe.
- Read the directions for the hands-on evaluation.
- Direct the learners to setup their workstations to include their contingency plan, system login, and email login.
- Direct the learners to return at a specified time to begin the evaluation.

EVENT Primary and Sub-learning Objectives:
Learners input the required ACFT data they determine necessary in the evaluation scenario.
- Learners produce an accurate report.
- Learners complete the evaluation in the time allocated.

EVENT primary content points:
The success of a DTMS operator is solely dependent on their ability to produce timely and accurate DTMS reports. Army leaders and unit leaders require DTMS reports to determine long-range and short-range training needs. Leaders rely heavily on DTMS operators to generate the reports they need to determine training needs.

Implementation: Dissemination Plan

Dissemination Plan

The DTMS Operators course will be disseminated in six phases: Awareness, Interest, Evaluation, Trial, Adoption, Implementation.

- **Phase 1 (Awareness):** During this phase, unit awareness of the newly developed DTMS Operators Course will be published and made visible through published annual training guidance by the Division. When published, the description will include the target audience, the class capacity, and the scheduled course dates to include estimated Trial, Adoption, and Implementation dates.

- **Phase 2 (Interest):** After providing awareness through published annual training guidance, aware subordinate units will subsequently publish the DTMS Operators Course in their yearly training guidance to subordinate units to garner their interest in the course.

- **Phase 3 (Evaluation):** To validate the newly designed instruction, division trainers will conduct OJT with the 3rd Brigade (the lowest reporting unit) and provide feedback about necessary changes/adjustments to meet the learning outcomes and course objectives.

- **Phase 4 (Trial):** After making the necessary changes in Phase 3 (Evaluation): division trainers will conduct a trial course given to 3rd Brigade DTMS Operators. After successful course completion, graduates will return to their units and be given a specified timeframe, not yet determined, to input unit ACFT data into DTMS. After the specified time has expired, the instructional designers will gather the course critiques, administered evaluations, and ACFT data roll-ups provided by the division training manager to evaluate and make necessary adjustments to the course before Phase 5, adoption.

- **Phase 5 (Adoption):** In Phase 5, Division annual training guidance is adjusted to include a larger population of DTMS Operators. Course allocations will be equally distributed to include other units, not only the 3rd Brigade, allowing other teams to have trained and capable DTMS operators necessary to input the missing ACFT data in DTMS.

- **Phase 6 (Implementation):** During implementation, the course schedules are adjusted to a continuous, enduring, and sustainable course in which units can plan and sequence their personnel for attendance. By this time, units are seeing the value of the DTMS Operators Course and guiding subordinate unit personnel's requirement to attend the course. At the same time, maintain an adequately trained population of DTMS Operators in every unit.

Evaluation: Formative and Summative Evaluation Plan, Cost Benefit

Formative Evaluation

Component of instruction	Evaluation Questions	Instrument/ Protocol	Stakeholders Providing the Data
Presentation	• Are learners attentive and expressing interest about the topic? • Are learners using schema to retrieve and correlate the material being presented for applicability and future use? • Are learners asking questions or seeking clarification to assist them to achieve greater understanding of the material being presented?	• Observation • Interaction • Discussion • Check(s)-on-learning	• Learners • Instructors • Instructional Designers
Demonstration	• Are learners displaying actively following along with the demonstration • Are the learners' displaying indicators which express their understanding of the topic being taught? • Is the demonstration soliciting the learners' stimuli to elicit a response?	• Observation • Interaction • Discussion • Check(s)-on-learning • Learner Interaction	• Learners • Instructors • Instructional Designers
Practical Application	• Are the learners actively engaged? • Are the learners' asking questions or seeking clarification? • Are the learners interacting with each other? • Are the learners demonstrating a desire to master the material being taught?	• Observation(s) • Instructor/Learner interaction(s) • Surveys/Critiques • Check(s)-on-learning	• Learners • Instructors • Instructional Designers
Mastery Learning	• Are learners relating new knowledge to the knowledge previously taught? • Are learners demonstrated scaffolding proficiency? • Are learners demonstrating proficiency navigating DTMS?	• Observation • Interaction • Discussion • Check(s)-on-learning • Learner Interaction	• Learners • Instructors • Instructional Designers

Summative Evaluation

Type of Evaluation	Evaluation Questions	Instruments/ Protocols	Uses
• Effectiveness to correct the existing performance gap.	• Is ACFT data being input and reported within 72 hours after event completion? • Are ACFT reports complete, and essential cells populated?	• Division Training Manager ACFT data pulls, merging, and statistical analysis.	• Course modifications to correct the performance gap if it is clearly understood and if course is designed to correct. • To determine if new performance gap emerged from knowledge, skill, or behavior.
• Is there a reduction in redundant training and the associated cost as result of effective DTMS input/ management?	• Are units conducting redundant ACFT's to capture data required for DTMS to populate and report?	• Division Training Manager ACFT data pulls, consolidation, and statistical analysis.	• Determine scheduled training being conducted, if so, are good record keeping practices used? • Are records being transferred to the DTMS operators in a timely for subsequent reporting.

Cost-benefit Analysis

Costs associated to Implement (human capital, facilities, equipment, financial, resources, quantitative and qualitative)	Benefits associated with Implementation (financial, resources, quantitative and qualitative)
Cost in Time/Manpower: 16-hour course length results in a cost in training at the unit level (reduction in tactical proficiency) **Cost in Time/Manpower:** Student-to-instructor-ratio of 1:5 per class, with a class capacity capped at 30, increased strain is absorbed by the unit when losing leaders tasked to teach the course; degrades mission readiness. **Cost in Dollars:** Associated course costs includes costs for classrooms, desks, chairs, facility management, projector, laptops, printers (Education Technology Plan), and supplies required to operate the equipment and facilities.	**Cost in Time/Manpower:** Training development will occur at the unit level to increase OJT trained DTMS operators and their proficiency. **Cost in Time/Manpower:** Increased mission/unit readiness as result of increased DTMS operators, DTMS input and the subsequent reporting. **Cost in Dollars:** Increased population of certified operators improves training tracking and further reduces operating expenses and training costs. **Cost in Dollars:** Reduces redundant operations and/or training events while improving operating efficiency and Army operating costs.

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Appendix A

1st Armored Division ACFT DTMS Overview

UNCLASSIFIED

1st Armored Division ACFT Status in DTMS

1AD has tested 61% as of 7 July, 2021

7 July, 2021

Unit	Tested (%)	# Tested	Not Tested
1/1 AD	81.90 %	3,593	749
2/1 AD	57.63 %	2,365	1,723
3/1 AD	40.28 %	1,479	2,192
CAB	72.50 %	2,210	748
DIVARTY	58.79 %	485	339
DSB	57.89 %	1,009	718

30 June, 2021

Unit	Tested (%)	# Tested	Not Tested
1/1 AD	81.56 %	3,569	757
2/1 AD	53.59 %	2,200	1,888
3/1 AD	39.56 %	1,454	2,219
CAB	72.33 %	2,117	749
DIVARTY	57.87 %	478	347
DSB	57.64 %	1,007	727

"America's Tank Division"

POC: Duane Shaw 744-8072

UNCLASSIFIED

Date: 7/7/2021

Final Report Checklist

Storyboard Screens.	
Storyboard Screens.	☐ Title page and Table of Content present ☐ Effective Abstract (good grammar, spell checked)
Storyboard Screens.	☐ Required components present (problem statement, content analysis) ☐ Supporting graphics, charts, clear and accurate ☐ Section conforms to length guidelines ☐ Grammar, spelling, format check
Storyboard Screens.	☐ Required components present (instr. strategies, resources, assessments) ☐ Supporting graphics, charts, clear and accurate ☐ Section conforms to length guidelines ☐ Goals, objectives, activities, assessments align and address identified gap ☐ Grammar, spelling, format check
Storyboard Screens.	☐ Required components present (storyboard set) ☐ Supporting graphics, charts, clear and accurate ☐ Prototype clearly demonstrates design of instruction ☐ Section conforms to length guidelines ☐ Grammar, spelling, format check
Storyboard Screens.	☐ Required components present (dissemination plan) ☐ Supporting graphics, charts, clear and accurate ☐ Section conforms to length guidelines ☐ Grammar, spelling, format check
Storyboard Screens.	☐ All required components are present (formative/summative; cost/benefit) ☐ Supporting graphics, charts, clear and accurate ☐ Section conforms to length guidelines ☐ Grammar, spelling, format check
Storyboard Screens.	☐ References section is BEFORE appendix A, in APA style ☐ Supplemental Appendixes referenced in body of report ☐ Supporting graphics, charts, clear and accurate in Appendixes ☐ Grammar, spelling, format check ☐ Final checklist attached after LAST appendix
Storyboard Screens.	☐ All sections are written in a professional manner, single spaced ☐ 12 pt Times New Roman font is used in main text, (tables can be 10pt) ☐ APA formatting is followed in citations ☐ Graphics and/or diagrams are used effectively ☐ Report is formatted into one file (pdf)
Storyboard Screens.	☐ Performance problem is clearly described ☐ Analysis supports recommendation for instructional solution ☐ Instructional Design solutions address gaps identified in Analysis ☐ Development plan addresses Design specification ☐ Implementation plan aligns with Analysis and Design plan ☐ Evaluation plan aligns with instruction and performance problem ☐ Flow of messages among sections and performance problem are clear