Proposal for Study of Current Training Materials and Feasibility of Online Learning

Requested by:
Banker's Association of Risk Management (BARM)

March 31, 2008

Hongyan Yuan, Project Manager
Anthony J. Blusius, Senior Evaluation Specialist
Brian P. Boyce, Senior Instructional Designer
Sara E. Boyce, Lead Quality Assurance Specialist
Sarah L. Peters, Senior Evaluation Specialist

Clarus Designs
151 E. 27th Street
New York City, NY 10016
(212) 818-9090
www.clarusdesigns.com

Clarus Designs

151 E. 27th Street | New York City, NY | 10016 | (212) 818-9090 | www.clarusdesigns.com

March 31, 2008

Dr. Karl Kapp
VP Learning Services
2221 McCormick Center
Pittsburgh, PA 15201

Dear Dr. Kapp,

On behalf of Clarus Designs, I am pleased to submit this proposal to Banker's Association of Risk Management (BARM) in response to the Request for Proposal, *Request for Study of Current Training Materials and Feasibility of Online Learning*. Our proposal includes a description of our evaluation and recommendation process, project management plan, schedule and budget.

The team assigned to this project includes professionals with expertise in Project Management, Evaluation, Instructional Design, and Quality Assurance. Clarus Designs has 10 years of experience working with financial institutions around the United States, analyzing and developing technology-based training in the financial sector. We have partnered with organizations such as JP Morgan Asset Management, NASDAQ, and Sovereign Bank to evaluate, design and develop training by integrating technology. Clarus Designs has earned multiple awards including a position on the *Fast Company's* 2007 "Fast 50" list of the world's most innovative companies.

At Clarus Designs we recognize that the first step in delivering effective, quality instruction is to conduct a comprehensive evaluation and needs analysis of current training programs and processes. Based on our previous experience with the evaluation and development of training programs within the financial sector, we are certain that our evaluation and recommendation process will provide accurate results and determine the best solution to fit your needs.

We would like to thank you for considering our response to conduct an evaluation of your current training program. We look forward to meeting with you on April 17, 2008 to present our evaluation and recommendation process, and discuss our proposal. If you have any questions, please contact me at (212) 818-9090 or via email at jspiegelman@clarusdesigns.com.

Sincerely,

Joanna Spiegelman
President, Clarus Designs

Table of Contents

Copyright and Ownership Statement

The content of the Request for Proposal and further information and materials provided to Clarus Designs will be treated as proprietary and confidential. Clarus Designs understands that the proposal we submit for consideration will be treated as BARM property.

Executive Summary

Scope

Bankers Association of Risk Management (BARM) expressed the following concerns regarding their training products and services:

- Decline in product and service purchases over the past three years
- Loss of revenue may be directly related to stagnancy of training and educational products
- Limited web presence and online training materials

BARM has requested a comprehensive plan to evaluate their training program to determine the underlying cause of the above mentioned points. In addition, BARM would like to partner with a vendor who will make recommendations to expand their training product line to increase revenue.

Evaluation Process

We use the Clarus Evaluation Model consisting of four interrelated components to evaluate and analyze the following using our evaluation matrix:

- Learners on three levels: customer satisfaction, learning, and learning transfer
- Course materials
- Instructors
- Learning environments

We complete this evaluation process through the use of pre-existing data, surveys, interviews, pre and post assessments, and focus groups. We will conduct a thorough analysis of the results using industry standard evaluation tools such as:

eXplorance Blue	QSR NVIO/7
TurningPoint Response Card XR	SPSS

Recommendation Process

We use the Clarus Recommendation Model consisting of four interrelated components to recommend:

- Training products and development software solutions based on input from learners, instructors and other stakeholders
- Appropriate vendors to assist BARM with design and development of training products
- Reviews and evaluations of BARM's marketing strategy and comparison to competitors to increase competitive edge
- Methods to increase BARM's Return on Investment by implementing cost savings options

As requested, we have created a sample online course regarding the Sarbanes-Oxley Act to illustrate the possibilities of online learning environments.

Project Management and Schedule

The project timeline consists of specific tasks divided into five main stages:

- Learner evaluation
- Course material evaluation
- Instructor evaluation
- Learning environment evaluation
- Recommendation process

The estimated time for completion is 19 weeks with a start date of May 1, 2008. The kick-off and final meetings will be conducted face-to-face and the ProWorkFlow project management tool will be used to exchange documents and keep a working timeline. In addition, we will communicate with BARM via emails and conference calls.

Budget

We estimate the total price for completion of the project will be $198,500. It will take 990 hours to complete this project. The total price is based on a blended hourly rate of $190, which is multiplied by the total number of hours plus travel expenses.

Corporate Capabilities

Clarus Designs is located in New York City and works with financial organizations throughout the United States. With a 10-year company history in the instructional design and evaluation field, we have had the opportunity to evaluate, design and develop high-quality, effective training for our clients. Since its founding in 1998, Clarus Designs has grown to 70 people and received multiple awards.

The key team members assigned to this evaluation project include:

Hongyan Yuan	Project Manager
Anthony Blusius	Senior Evaluation Specialist
Brian Boyce	Senior Instructional Designer
Sara Boyce	Lead Quality Assurance Specialist
Sarah Peters	Senior Evaluation Specialist

Satisfied Clients

Our list of satisfied clients includes:

- JP Morgan Asset Management
- NASDAQ
- Risk Management Association
- Goldman, Sachs & Co.
- Sovereign Bank
- NYMEX
- Women's Institute for Financial Education

Understanding the Scope

Banks and other lending institutions must exercise sound risk management practices. It is essential for these organizations to conduct thorough risk management assessments and background reviews of businesses and individuals seeking loans. Based on our firm's expertise, we recognize that banks and non-financial institutions require quality, effective training in the areas of risk management in order to effectively train personnel in the policies and procedures for managing risk.

Clarus Designs understands that Banker's Association of Risk Management (BARM) is a respected, not-for-profit professional association whose primary focus is to provide its 5,000 institutional members with resources, training and other services to assist risk management professionals. BARM recognizes the importance of providing its members with high-quality instruction, and currently offers various training products and services to members and non-members.

We have acknowledged the following concerns expressed by BARM:

- Decline in product and service purchases over the past three years
- Loss of revenue may be directly related to stagnancy of training and educational products
- Limited web presence and online training materials

We understand BARM's need to offer training products and services that will:

- Increase revenue
- Allow BARM to stay competitive in their market
- Increase retention of members
- Promote new membership

BARM believes that their loss of revenue is due to the stagnancy of their training products. They would like to conduct a complete evaluation of their training program to determine if this is the underlying cause of the loss of revenue. Based on our 10 years of experience working with financial service institutions, we concur that conducting a full-scale needs, content and audience analysis of BARM's current training products is the first step to providing the most effective, high-quality training to its members.

We have developed a systematic evaluation process to assess BARM's training products and development processes on several levels. Our multi-level approach will deliver clear, comprehensive results allowing BARM to make sound decisions regarding the future of the products they offer to their members.

Upon completion of this evaluation, we understand that BARM requests expert recommendations for expanding their training product line to become more competitive, boost retention, and increase their revenue. We have a recommendation plan in place to offer the best training options and solutions possible based on BARM's needs and the desires of its members.

Overview of the Solution

Evaluation Process

Clarus Designs employs a systematic process for evaluating instruction. Our evaluation process involves using the Clarus Evaluation Model (Fig. 1), which evaluates instruction based on four different components: the learner, course materials, instructors, and learning environment. Each component is equally important and fundamentally interrelated. We collect data on each of these components in a coordinated effort to determine how each component affects each other, and how they ultimately impact the learner.
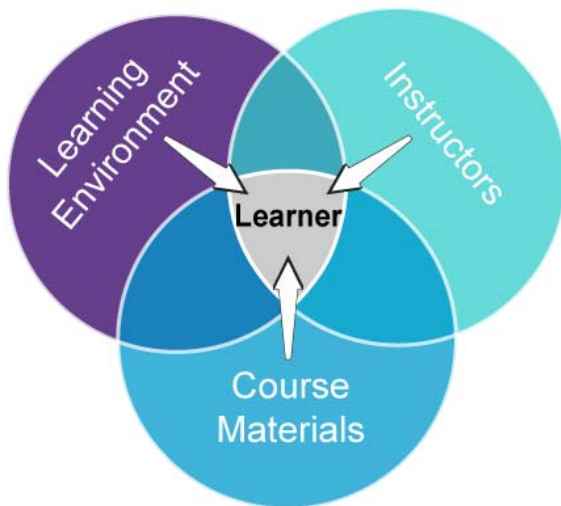
Model Components

- <u>Learner</u> – the learner is the central component, and the main focus of our evaluation model. The success or failure of any instruction depends on how the other components of the model affect the learner.

- <u>Course Materials</u> – the quality of the course materials has a direct impact on the learner. For example, course materials that do not include instructional strategies will not be effective in convincing the learner to retain information and maintain interest, which in turn negatively affects the learner.

(Fig. 1 – Clarus Evaluation Model)

- <u>Instructors</u> – the quality of the instructors that are delivering the instruction influences the learner as well. Experienced instructors with excellent oral communication and teaching tools can positively impact the learner.

- <u>Learning Environment</u> – how and where courses are delivered directly impacts the learner. For example, large conference centers can represent a disturbing learning environment that can affect the learner's ability to focus on course materials and retain information.

Data Collection Process

In order to collect a sufficient amount of data and make meaningful connections between each component, Clarus Designs utilizes a wide range of data analysis tools and techniques.

- <u>Learners</u> – evaluating the learners through surveys, interviews, and assessments. Our surveys will evaluate the openness of BARM members to take asynchronous and synchronous online training.

- <u>Course Materials</u> – collecting and analyzing all of the available course materials offered by BARM and other associated materials, such as templates and handouts, which are used in the development of BARM's training products. Our evaluation will include a thorough review of BARM's current course development process.

- Instructors – gathering data on all of the instructors who are delivering the courses. The data we will analyze will include all previous customer evaluations of the courses. Additionally, we will evaluate the instructor's background and experience level for developing and delivering courses. Finally, our data collection and evaluation process will review BARM's Strategic Learning and Research Department (SLRD) and their readiness to develop courses for delivery online.

- Learning Environment – gathering data on where courses are delivered, including self-paced instructional materials that are sent by mail and courses held in conference centers. In the case of conference centers, we will conduct on-site evaluations, including a review of the local area and lodging arrangements for the learners.

Revenue Analysis

We will use industry standard Return on Investment (ROI) models that analyze and calculate the overall cost to develop and deliver each course. This will allow us to determine the current level of profitability for each course, and give us a baseline to begin focusing on recommendations to increase a course ROI.

Recommendation Process

Drawing on our firm's 10 years of experience evaluating and developing training for the financial service industry, Clarus Designs will make solid recommendations for BARM after our evaluation is completed. The recommendation process will follow our Recommendation Model (Fig. 2), which includes four components: ROI, products, vendor, and competitive edge. Using this model, our recommendations will be centered on increasing revenue for BARM.

Model Components

- ROI – this is the central component of our model. Our focus is on delivering a positive ROI for BARM based on all of the components of the model.

- Products – based on our evaluation results, we will recommend products such as a Learning Management System (LMS) for hosting and delivering courses. Additionally, we will consider possible course development software and course delivery methods, including asynchronous and synchronous formats. Our criteria for determining which courses might be possible candidates for placement online will be based on our analysis of the following data:
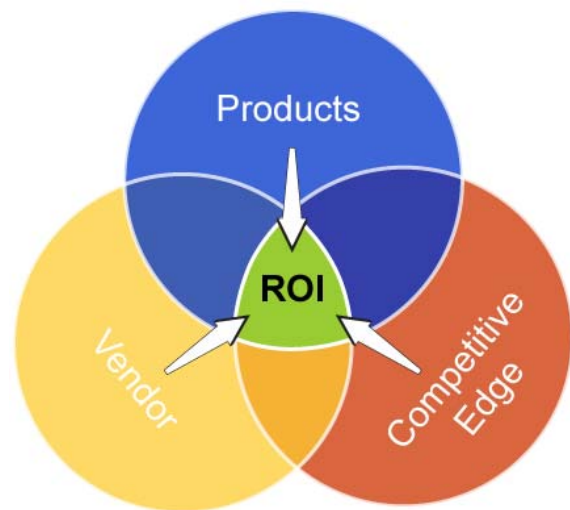
(Fig. 2 – Clarus Recommendation Model)

• Cost of Development	• Length of Course
• Frequency of Course Offerings	• Attendance Figures
• Quality and Nature of Content	• ROI Potential

- Vendor – we will consider the most appropriate vendors to produce the best training for BARM for the best price. Our recommendations will consider the expansion of BARM's internal training department, third-party vendors, or a continuing business partnership with Clarus Designs.

- Competitive Edge – our recommendations will include looking at BARM's competitors. If it is determined that BARM's training products are not the primary cause of their loss of revenue, we will make recommendations focusing on additional outside factors.

Cost Savings Analysis

We will identify where BARM can save money within each of these components, while maintaining high quality, in order to effectively increase ROI.

Evaluation Teams and Responsibilities

Our firm has several dedicated teams of instructional design specialists who are responsible for specific tasks during the evaluation process. Their responsibilities include the following:

Team	Team Role	Overview of Responsibilities
Evaluation Review Team (ERT)	Instructional Designers and Evaluation Specialists	• Create and implement surveys • Enter and analyze pre-existing data • Evaluate course development and delivery costs • Cross-analyze evaluation results
Materials Evaluation Team (MET)	Instructional Design Specialists	• Evaluate existing course materials (with SMEs) • Interview instructors • Conduct focus groups
Site Survey Team (SST)	Instructional Designers and Trainers	• Evaluate learning environment • Evaluate instructors • Conduct and monitor on-site pre and post assessments

Evaluation Tools

The Clarus Designs evaluation process offers a systematic and streamlined approach to collecting and analyzing data. The software we use for this process meets industry standards in the field of evaluation.

Data Collection
eXplorance Blue

Blue will be used for deploying surveys, evaluation forms and pre-assessments; collecting and analyzing post assessment data; and reviewing quantitative and qualitative data during the evaluation for BARM.

Capabilities of this tool include the following:
- Web based software that uses a MySQL database for data storage and retrieval
- Email based assessment, evaluation and survey process
- Automated reminders that increase rates of response
- Performs demographic comparisons, response pattern comparisons, time period comparisons
- Produces graphed reports on data collected

On-Site Data Collection
TurningPoint Response Card XR

ResponseCard XR will be used to digitally collect assessment and evaluation data from learners on-site. The software analyzes the data and uses Excel and Word to report the results as graphs and spreadsheets. All results are transferred over the web to our Blue database.

Capabilities of this tool include the following:
- Assessment and evaluation results are graphed and reported after analysis
- Assesses and surveys learners using PowerPoint slides
- Learners use ResponseCard XR to navigate to any question on the test or assignment and select a response
- Participants and administrators receive visual successful transmission notification

Qualitative Analysis
QSR NVIO/7

NVIO/7 will be used for in-depth analysis of the information gathered by our evaluators through interviews, focus groups, and customer feedback forms.

Capabilities of this tool include the following:
- Quick analysis of unstructured information such as interviews and focus group transcripts
- Analyzes attitudes, behaviors, value systems, concerns, motivations, aspirations
- Facilitates informed business decisions, research, communication

Quantitative Analysis
SPSS

SPSS will be used to mine and analyze data on demographic information, retention and attrition numbers, and cross-analysis of weighted scores across categories.

Capabilities of this tool include the following:
- Supports the industry-standard CRISP-DM model for analyzing data
- Addresses complex business problems through data mining
- Predictive insights are developed consistently based on collected data
- Access and integrate data from textual sources, survey research, databases, spreadsheets and flat files

Description of Evaluation Process

Learners

The learners are central to our evaluation model and constitute the initial focus of our evaluation process. We evaluate learners using a multi-level approach. Our evaluation process will assess:

- Satisfaction of BARM members with the courses and materials currently in use
- Instructional quality of the courses through pre and post assessments
- Application and success of training knowledge in the work environment
- Return on investment for BARM customers

Surveys

We will deploy surveys using Blue to a sample of current BARM customers in order to gather recent customer satisfaction data. Surveys will be implemented over the World Wide Web and randomly sent to BARM customers through emails. Survey questions concerning training materials, instructors, environment, and delivery methods will be taken from our pre-developed survey templates. Our evaluation specialists have prepared all questions to gather both quantitative and qualitative data concerning customer satisfaction. The participants will use an evaluation matrix based on a scale of 1-5 for quantitative data and a Likert scale for qualitative data. The customers will also be asked to provide demographic and geographic information for cross-analysis purposes.

Curriculum Additional Details	Strongly disagree	Disagree	Average	Agree	Strongly agree	N/A
The instructor controlled the training environment to promote learning	○	○	⦿	○	○	○
The instructor demonstrated technical expertise on the product and subject matter of this course	⦿	○	○	○	○	○
The instructor explained technical concepts in a way which promoted understanding	○	⦿	○	○	○	○
The instructor used non-verbal teaching methods (white board, slides, demos, etc.) effectively	⦿	○	○	○	○	○
The instructor's presentation was clear and well organized	○	○	○	○	○	○

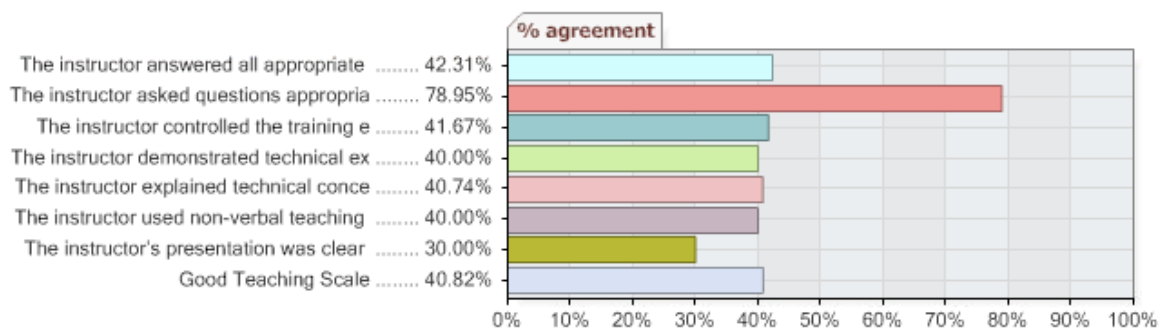*Sample Customer Satisfaction Survey Questions*

Customer Satisfaction

BARM customers will be asked to rate their satisfaction with the instructors and the instructional materials, including participant guides and teaching material such as PowerPoint slides. Additionally, customers will rate the learning environment and the course delivery method. They will also be surveyed concerning their experience and interest in online training. Data that we will collect includes satisfaction with the following:

- **Instructors**: delivery, competence, appeal, reliability, preparedness
- **Course Materials:** content, instructional quality, aesthetics, usability, accuracy
- **Learning Environment**: aesthetics, conduciveness for learning, convenience, probability of return
- **Interest in Online Training:** webinars, asynchronous, synchronous, blended eLearning

Results displayed hereby are inaccurate. They are displayed for illustration purposes only.

About the Instructor (% Agreement)

	% agreement
The instructor answered all appropriate	42.31%
The instructor asked questions appropria	78.95%
The instructor controlled the training e	41.67%
The instructor demonstrated technical ex	40.00%
The instructor explained technical conce	40.74%
The instructor used non-verbal teaching	40.00%
The instructor's presentation was clear	30.00%
Good Teaching Scale	40.82%

Sample Satisfaction Results

Entering Existing Data

We will analyze existing data on current and former customers. The information that BARM has collected from customer satisfaction sheets (i.e. smiley sheets), along with their customers' demographic information, will be entered into our evaluation tools for analysis. Our evaluation of this information will be dependent on its availability. In order to achieve valid and reliable evaluation results, we will cross-analyze data collected from four years ago, last year, and

current data. This will allow us to determine possible trends or other factors that may have contributed to BARM's loss of revenue over the past three years. This data will cover a greater number of BARM customers and longer change over time comparison of satisfaction statistics than our surveys alone.

Change Over Time Analysis
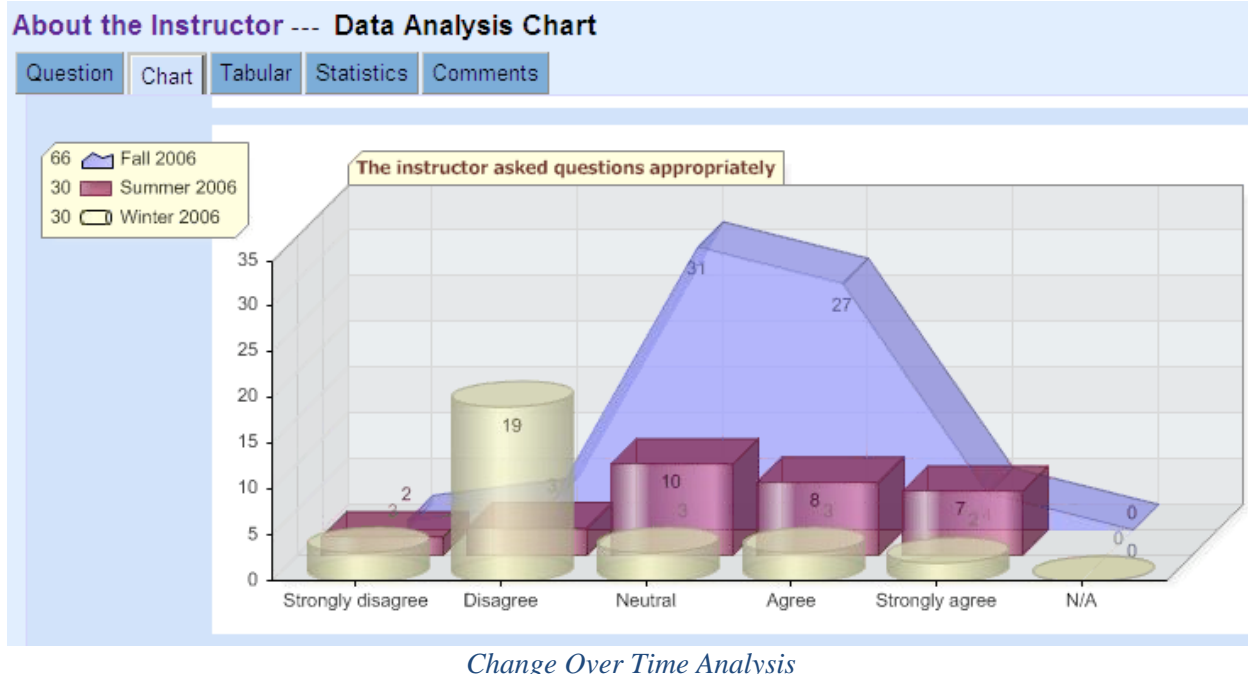
Pre and Post Assessment of Instructional Quality

We will administer pre and post assessments to analyze the instructional quality of courses offered during our evaluation process. In conjunction with SMEs provided by BARM, our Materials Evaluation Team (MET) will prepare these assessments in order to evaluate course effectiveness and learning results. In the cases where post assessments have already been created by BARM, the MET will create pre-assessments for learning results comparisons. The pre-assessments will be distributed by email to customers who have registered for seminars during the evaluation period and the results will be analyzed and stored in our database. Automated reminders to take the assessments will be used to encourage participation. Post-assessments will be administered by BARM instructors upon completion of seminars and workshops.

Transfer of Learning Surveys

In order to evaluate the level of knowledge transferred to the workplace, we will survey participants two weeks after the completion of seminars or workshops. We will also survey course participants' supervisors and managers to identify how their employees are applying the knowledge they acquired. Our survey questions will ascertain:

- Learner's level of competency and knowledge transfer
- Participant's satisfaction with the training
- Organization's satisfaction with the training
- Interest in taking additional courses offered by BARM

Sample Size and Statistical Stratum Reliability

BARM currently has 27,000 chapter members. To insure an accuracy rate of 95% with a margin of error of +/- 2%, we will require 2,205 survey responses. This means that 95 out of every 100 responses will be a true representation of the BARM member population. It should be noted that not everyone will complete the surveys; therefore 4,410 people will be randomly selected and surveyed. Non-responders will be alerted twice. Blue will then calculate the number needed to satisfy the sample size, and send out additional surveys where necessary. To ensure the validity of our randomized sample, we will use a stratified sampling of our audience.

Course Materials

Our Materials Evaluation Team (MET) of five instructional technologists will evaluate all instructional materials currently used by BARM. The course materials will be rated on a scale based on the following criteria:

- **Content:** relevant, current, reliable and valid
- **Clarity:** writing style, document elements/structure: cover page, table of contents
- **Instructional Quality:** objectives, instructional strategies, practice items, summary
- **Aesthetics:** layout, use of images to support content, color scheme
- **Synchronicity/Usability of supporting materials:** PowerPoint slides match content, worksheets are consistent with material, images support written content

Course Materials Evaluation

We will rely on BARM's Subject Matter Experts to assure the relevancy, currency, reliability and validity of the course materials.

Course Development and Delivery Costs

Our Evaluation Review Team (ERT) of two senior analysts will collect and analyze all available data on the cost of developing and delivering course materials. Our cost analysis will focus on issues such as printing expenditures, software acquisitions, shipping expenses, and other related expenses. It will also be necessary to gather and analyze information on staff salaries, consultation fees, vendor costs, attendance figures and travel expenses which factor into course development costs and Return on Investment (ROI) for BARM.

Instructors

We will survey and interview BARM's Strategic Learning and Research Department (SLRD) and contracted instructors. This process will focus on current course development, skill level, and preparedness for online training. We will conduct focus groups with managers and Information Technology personnel to determine attitudes and feasibility of future BARM online course development.

Surveys

Surveys will be divided into three sections designed to determine:

- Effectiveness of the course development process
- SLRD and instructors' current skill level and preparedness for online training
- Interest in taking skill development or eLearning certification courses

Survey questions will be selected from our extensive database of evaluation and assessment questions. We will ask instructors and BARM employees to provide demographic information for cross-analysis purposes. All questions have been prepared by our ERT to gather both quantitative and qualitative data concerning training and course development.

Course Development Process

For the course development section, instructors and BARM employees will be asked about:

- Course development time
- Content reliability and validity
- Content design
- Visual design process
- Instructional strategy decisions
- Practice and assessment design
- Learning and performance objectives

Clarus Designs' ERT will also evaluate other factors that might be affecting the course design process, such as:

- Employee and management delays or conflicts
- Environmental and technical considerations
- Software and materials
- Vendors

Current Skill Level and Preparedness for Online Training Development

The participants will be required to rate their current knowledge and experience with online learning and training development tools. In order to ensure accuracy of survey results, the participants will be required to take an assessment of their current knowledge, skills and preparedness for online learning development.

This assessment is designed to evaluate participants' knowledge of the tools, theories and current development practices in the area of online course design. The final section of the surveys will ascertain BARM employees' interest in taking eLearning certification courses for further skill development.

Survey Process and Reliability

Our Evaluation Review Team (ERT) will distribute these surveys prior to starting employee interviews. Survey completion reminders will be used to ensure that all participants respond promptly. Alerts will notify managers about participants who have not completed surveys in order to meet deadlines for this part of the evaluation process. All survey results will be anonymous in order to assure the best possible margin for responses. Surveys will be stored in our Blue database for analysis.

Survey Results

Survey results will be compiled to identify factors that will guide the recommendation plan for course redesign and online training. The data collected will be used to formulate targeted questions for the interview process. Our ERT will analyze the evaluation results to assess gaps that might point to future training needs, project management restructuring, and cost savings recommendations.
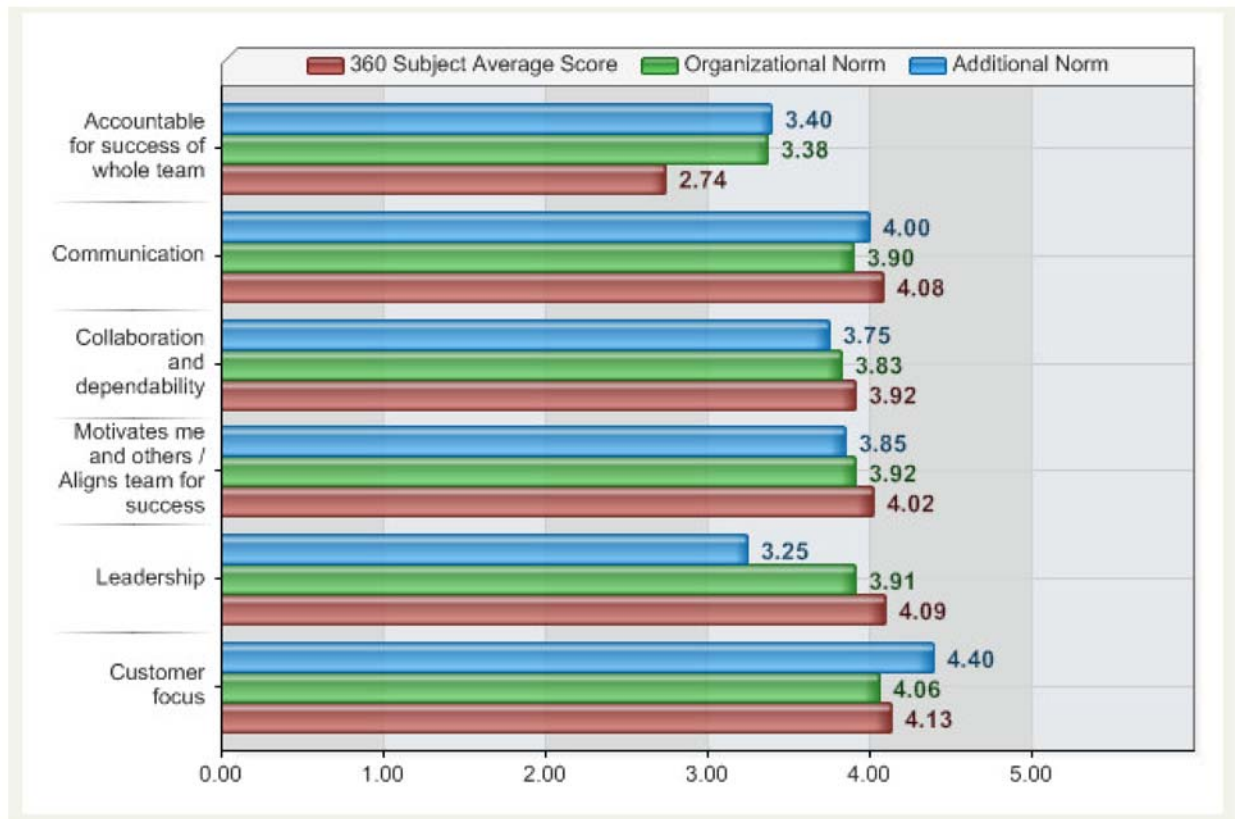
Gap Analysis Results

Interviews

Our Materials Evaluation Team (MET) will conduct interviews with instructors, graphic designers, and managers to collect in-depth data concerning the course development process. Our MET serves a dual purpose since they are familiar with the course materials based on their previous analysis. They will have prepared specific questions concerning the course materials

reviewed. Based on data collected from surveys and skill assessments the MET will interview the participants concerning their current skill level and preparedness for developing online training. Interview questions will also focus on knowledge and experience with the design and development of online training, as well as participants' interest in skills improvement and eLearning certification.

Focus Groups

In order to gain a better understanding of employees' questions and concerns about online training, and the internal changes that would result from shifting training priorities to this field, focus groups will be held to measure employees' attitudes concerning these possible future goals for BARM. Our MET will also conduct focus groups with the Information Technology (IT) department, if applicable, to determine their understanding of how to integrate eLearning tools into the current IT architecture.

Candidate Identification

Based on survey, assessment, and interview results, the Evaluations Review Team will identify possible candidates for specialized training in eLearning and IT integration. This process will short-list personnel who are most qualified for skill development courses in the field of online training.

Learning Environment

Evaluating the learning environment, the costs associated with the seminars, location of the seminars and instructors delivering courses in the field is an integral part of the Clarus Evaluation Model. We will also conduct pre and post assessments to assess the participants' retention of knowledge gained during the course. A Site Survey Team (SST) of three people will be assigned to this project for the evaluation of BARM's on-site facilities and instructors. Two SST members will accompany instructors to seminars during the evaluation process for open evaluations. Their responsibilities include:

- Customer interviews
- Instructor interviews
- Course evaluations
- Evaluating learning facilities
- Pre and post assessments

Interviews

Our SST will interview participants concerning the course, instructional materials, the instructor and the facilities, as well as previous courses they have taken through BARM or other organizations. The SST will also ascertain the participants' interest in online training. The instructors will be interviewed concerning their performance during the seminar.

Course Evaluation/Survey

This process will be twofold: participants will rate course components using the evaluation matrix deployed during the customer satisfaction surveys. Data will be collected using the

Response Card XR system. The SST will evaluate the course and instructor based on a matrix that includes:

- Pacing
- Clarity
- Appearance

- Technical issues
- Consistency
- Time management

Learning Facilities

Our evaluation of the facilities will include the following criteria:

- Condition of the facilities
- Availability of internet access

- Travel costs and seasonal conditions
- Distance from transportation hubs and conveniences

Infrastructure	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
The classroom configuration was comfortable to promote learning	○	○	○	○	○	○
The video/audio quality is functioning properly	○	○	○	○	○	○
The hardware/software functioned properly in the classroom	○	○	○	○	○	○
The remote presentation was functioning properly to promote learning	○	○	○	○	○	○
The shared resources were available and functioned properly	○	○	○	○	○	○

Course and Learning Environment Evaluation

Pre and Post Assessment Accuracy

On-site assessments are conducted for control group comparison of the data collected from seminars and workshops that will not be monitored. This is done in order to ensure that the participants are delivering accurate results of their pre-course knowledge. Due to the impossibility of assuring accurate results from pre-assessments that have been emailed, this comparison is necessary to ensure the validity of our results. Post-assessments will also be given on-site to collect comparison data on learning results from post-assessments that have been distributed by BARM instructors.

Control Group Comparisons

In order to have a blind comparison of site evaluation data, one additional Site Survey Team (SST) member will attend seminars as an anonymous evaluator. This individual will attend seminars that are not being openly evaluated. The anonymous evaluator will use our evaluation matrix for each course and conduct informal interviews with participants and instructors. Through observation, post-assessment validity and reliability will be monitored by this SST evaluator.

Cross-Analysis Report

All data collected during the evaluation process will be compiled into a summative evaluation report. The results from these evaluations will be cross-analyzed using Blue, NVIO and SPSS. The Evaluations Review Team will then outline recommendation strategies to determine courses
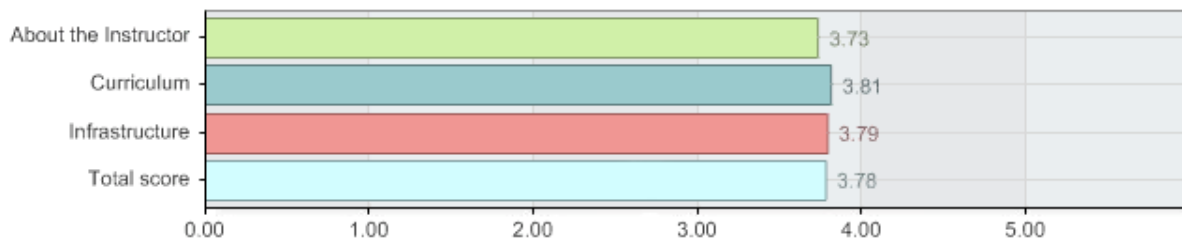
that are the best possible candidates for redesign and/or migration to an online format. We will use an industry standard Return on Investment (ROI) formula against the evaluation results of all BARM courses. This will enable our specialists to determine the current ROI of all courses and compare it with possible future outcomes based on customer satisfaction responses. Outdated courses or unprofitable courses will be short-listed for possible elimination. Forecasting of possible courses to replace outdated material will be determined by consultation with BARM Subject Matter Experts (SME) and an analysis of the current market using SPSS. Our evaluation tools will be used to analyze current trends in the risk management market and to build predictive models of possible future course/training needs.
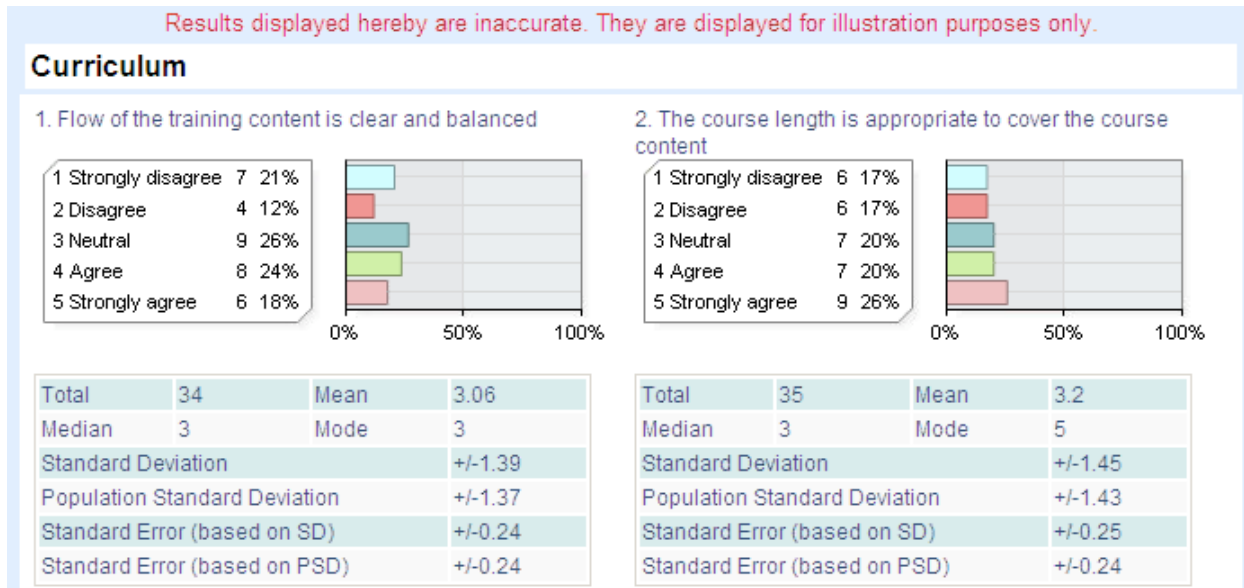
Cross-Analysis Results

Cross-Category Results

Mitigating Circumstances

Evaluation results cannot be pre-determined; therefore, based on the possibility that the evaluation results point to other reasons for BARM's recent drop in revenue, a separate report will be prepared to outline these findings. In this eventuality, Clarus Designs will recommend having a management meeting to discuss possible recommendation plans and proactive responses to the findings.

Description of Recommendation Process

Based on the data collected, analyzed and documented in our summative evaluation report, we will be able to provide the most appropriate recommendations in order to assist BARM in meeting their current needs. Our recommendations will follow our Recommendation Model, which includes four components that focus on ROI. Our recommendations will be centered on increasing BARM's revenue while offering solutions with cost savings options.

Products and Cost Savings

We will determine if any current instructor-led courses should be transitioned to an online format from the results of the evaluation. Our evaluation process will determine learners' interest in online training, and the instructors' and the Strategic Learning and Research Department's (SLRD) current abilities for designing and delivering online training. The information from the learners, instructors, and other stakeholders will assist us in making recommendations for BARM's current training products. Other criteria for determining which courses might be possible candidates for placement online is based on our analysis of the following data that will be collected during our evaluation:

- Cost of Development
- Frequency of Course Offerings
- Quality and Nature of Content
- Length of Course
- Attendance Figures
- ROI Potential

Our recommendations will also include the possibility of revising instructor-led courses if transitioning courses to an online format is not profitable or necessary.

For all course recommendations, we will provide development software solutions ranging from rapid eLearning tools to more powerful development tools. These recommendations will be based on who will develop or revise BARM's current training courses, the vendor's experience with development software, and the time and cost-effectiveness of implementing the software. Our recommendations for course restructuring and development software will also include considerations for course delivery methods. We will provide several options for course delivery such as synchronous (real-time environments), asynchronous (self-paced environments) or blended approaches, which incorporate both synchronous and asynchronous methods.

We will also provide options for Learning Management Systems (LMS) solutions for hosting and delivering courses. The suggestions for the most suitable LMS will be based upon cost

effectiveness and directly related to how many courses may be candidates for placement online. For example, if we determine that five instructor-led courses can be converted to online courses, we may recommend a free LMS solution such as Moodle. In contrast, if we determine that a vast majority of courses are suitable for an online setting, we would recommend a more substantial LMS solution such as Blackboard or SAP.

Vendor and Cost Savings

In order to find the best vendor to assist BARM in managing the possible revision of their training product line, we will provide a range of vendor options based on cost savings. Our range of recommendations will include a complete outline of the levels of quality and the associated costs for training development. Our evaluation results will determine the following recommendations:

- Expansion of SLRD and/or training of BARM personnel and contracted instructors
- Outsourcing course development to vendor(s) that meet BARM's budgetary and training needs
- Continuing business partnership with Clarus Designs for the design and development of training courses

We believe that a continued partnership with Banker's Association of Risk Management will be beneficial in terms of time and cost-effectiveness. Once we have completed the evaluation of BARM's training products we will have a thorough understanding of BARM's training needs. Over our 10 years of experience, we have designed and developed training for various high profile clients in the financial sector such as JPMorgan and Goldman Sachs. Therefore, our working knowledge of BARM and our professional experience make our firm the best fit to partner with your organization.

Competitive Edge and Cost Savings

Our evaluation may confirm that training is only minimally impacting BARM's loss of revenue. Since we are unable to forecast the results of the evaluation, we have recommendation plans in place which will include additional evaluations and reviews of other business aspects of BARM. Further suggestions may include:

- Review of marketing and advertising strategies
- Evaluation of brand name and image management
- In-depth comparison to competitors

If we determine that BARM's current training products are not directly related to the loss of sales, we will be able to recommend qualified, cost-effective vendors to assist with these additional evaluations.

Sarbanes-Oxley Act Prototype

In order to demonstrate to BARM the possibilities of online learning, we created the requested sample course "Your Responsibilities Under the Sarbanes-Oxley Act" in both the Blackboard Learning Management System and Saba Centra interactive virtual classroom. To illustrate the possibilities of asynchronous training, we uploaded course documents and created threaded discussions, assessments and other activities embedded in the sample Blackboard course. The course created in Saba Centra gives BARM an idea of the possibilities of synchronous online training. Please see Appendix C for course prototype screenshots.

Project Management and Schedule

Our core team consists of Instructional Designers, each with expertise in a specialized field. Our specialized backgrounds include Project Management, Evaluation, and Quality Assurance. As Instructional Designers, we have the education and experience to provide quality and effective analysis, design, development and evaluation of training courses. At the same time, our expertise in the areas mentioned above qualifies us to conduct training evaluations and assures delivery of quality, concise, accurate results.

Ms. Hongyan Yuan, project manager, will be BARM's central contact throughout this evaluation and recommendation process. She is committed to managing an on-time, on-budget evaluation by:

- Communicating with BARM on a weekly basis
- Providing BARM with feedback and results during each phase
- Meeting deadlines
- Obtaining client sign offs

With Ms. Yuan's background in instructional design and project management, Clarus Designs will conduct an accurate evaluation and determine the best solution for BARM's needs.

Resources
Our firm's available resources to complete this evaluation include:

- Data collection and analytical evaluation tools
- Database of prepared survey questions
- Knowledge and experience in Instructional Design and evaluation
- Previous project experience

BARM's available resources to assist with the completion of this evaluation include:

- Student Guides, Instructor Guides and PowerPoint Slides for face-to-face modules
- Subject Matter Experts, Trainers, and End-Users to assist with data gathering
- Access to a customer advisory group and Board of Directors
- Access to members via email, phone and U.S. mail services
- Other materials upon request

Timeline

The schedule below outlines the proposed timeline for conducting the evaluation and providing recommendations. The evaluation and recommendation process is to begin in the second quarter with a completion date at the end of the third quarter of 2008. A detailed timeline is located in Appendix A.

Phase	Responsibility	Start Date	End Date
Kickoff Meeting	Clarus Designs/BARM	5/1/08	5/1/08
Evaluating Learners	Clarus Designs	5/5/08	6/6/08
Client Sign-off	BARM	6/6/08	6/11/08
Evaluating Course Materials	Clarus Designs	5/12/08	6/18/08
Client Sign-off	BARM	6/18/08	6/23/08
Evaluating Instructors	Clarus Designs/BARM	5/5/08	7/2/08
Client Sign-off	BARM	7/2/08	7/9/08
Evaluating Learning Environment	Clarus Designs/BARM	7/8/08	8/12/08
Client Sign-off	BARM	8/12/08	8/15/08
Summative Evaluation Report	Clarus Designs	8/18/08	8/22/08
Client Sign-off	BARM	8/22/08	8/27/08
Recommendation Process	Clarus Designs	8/25/08	9/3/08
Client Sign-off	BARM	9/3/08	9/5/08
Final Sign-off	Clarus Designs/BARM	9/12/08	9/12/08

Communication Plan

We will use the project management tool ProWorkflow to communicate and exchange documents with BARM. With ProWorkflow, both parties will be able to upload documents on a timely basis, keep track of deliverables and schedule of work, and view contact information. We will also utilize communication such as telephone conferences and emails. These channels of communication will provide BARM and vendor with constant feedback and updates, answer any questions, and cut down on travel expenses for face to face meetings. The kick-off and final client meetings will be conducted face-to-face. Additional sign-offs and deliverables will be completed via ProWorkflow, conference calls, and emails.

Risk Management

Based on our experience in conducting training evaluations, the following potential issues may arise during the evaluation process:

- Minimal survey responses
- Unforeseen illnesses and vacation time
- Postponement or cancellation of workshops
- Shifts in scope or timeline

Survey Responses

Our evaluation tools are designed to collect the necessary amount of survey responses required to make the most appropriate recommendations. Blue is designed to send out alerts to individuals and their managers to remind them to complete the survey in a timely manner. This tool will keep track of how many responses have been returned. If more responses are required, Blue will

automatically send out more surveys to ensure we receive the number of responses necessary for our evaluation.

Workshop Schedule

We assume that BARM will continue their normal workshop and seminar schedule. If there are changes to the schedule, we will be unable to guarantee the validity of our pre and post learner assessments. If scheduled workshops that we planned to evaluate are postponed or cancelled, we will rely on the qualitative and quantitative data received through our surveys and interviews to determine the status of the course materials, instructors and learning environment. If necessary, we will send out subsequent surveys and assessments to ensure we receive responses for a proper analysis of BARM's training program.

Employee Availability

Each of our core team members has a skilled assistant and an expert staff to assist with the analysis and evaluation of BARM's current training products and services. We also have additional staff available to accommodate unforeseen illnesses and vacation time, and will shift our resources and reallocate our personnel if needed.

Shift in Scope/Timeline

By utilizing ProWorkflow we can manage the timeline, scheduling and project deadlines. We will be in constant communication with the client via email or telephone conference to discuss any changes in the timeline or scope of the project. Based on our experience with evaluating similar training programs, we anticipate the evaluation process to be completed on time or ahead of schedule. The automation, ease of use of the software programs, and tools we will use to collect and analyze the data, allow us to adjust the timeline as needed throughout the evaluation process.

Quality Assurance

Validity and Reliability

Validity and reliability of the distribution, collection and analysis of the surveys will be accomplished through randomized and stratified sampling of a statistically significant audience size. The accuracy of pre and post assessment questions will be validated by the use of Subject Matter Experts in that particular field. The qualitative and quantitative statistical reliability of our survey questions have been proven in previous evaluations.

Standardization

Clarus Designs aims for the highest quality in every project. Our goal is to ensure that all of BARM's course materials, instructors, and learning environments are evaluated and analyzed exactly the same. We utilize standard checklists and matrices to evaluate all aspects of a training program. Our Materials Evaluation Teams also have received the same training, which enables each member to uniformly rate all aspects of a training program. This standardization ensures an objective approach to the evaluation process.

Comprehensive Analysis

The evaluation tools we utilize ensure a comprehensive analysis of all data that we receive. In the effort to complete a full-scope evaluation, we will use all relevant data received to analyze the current situation and make appropriate recommendations regarding the future of BARM's training program.

Data Privacy

In terms of data collection and storage, we guarantee the privacy, security and anonymity of the learners and instructors surveyed during this evaluation process. The confidentiality of this information is a high security concern and therefore all information gathered during the course of the evaluation will be electronically encrypted and stored in our secure database. We understand that all data collected is proprietary and personal in nature, therefore our evaluation teams use secure company laptops on-site for evaluation purposes. Clarus Designs complies with all federal regulations associated with the storage of personal data such as email addresses and survey responses. Confidentiality agreements have been signed by all our personnel upon employment with our company.

Budget

We estimate that the total price for completion of the project will be $198,500. It will take 990 hours for Clarus Designs' employees to complete this project. The total price is based on a blended hourly rate of $190, which is multiplied by the total number of hours plus travel expenses.

Cost Breakdown

Phase	Task	Estimated Hours	Amount Due
Kickoff Meeting	Meeting between Clarus Designs and BARM to formally begin project work	20	$3,800
Learner Evaluation	Analysis and Report	256	$48,640
Course Materials Evaluation	Analysis and Report	185	$35,150
Instructor Evaluation	Analysis and Report	116	$22,040
Learning Environment Evaluation	Analysis and Report	113	$21,470
Summative Evaluation Report	Final Summative Evaluation Report	200	$38,000
Recommendation Process	Summative Report	80	$15,200
Final Sign-Off	Final Meeting and Presentation	20	$3,800
Other Expenses	Travel and Lodging		$10,400
Total			**$198,500**

Cost Savings Opportunities

This budget represents a comprehensive evaluation. Certain costs may be reduced accordingly if BARM elects to exclude some evaluation tasks upon consultation with Clarus Designs.

- Client may want to rely on survey data and consider eliminating interviews and focus group to save time and travel expenses.
- Client may consider using their own project manager observations instead of using Clarus Designs' Site Survey Team (SST) to save time and travel expenses.
- Client may request sending one person to workshop sites to video tape instructors for evaluation instead of sending a three-person SST to save travel expenses.

Corporate Capabilities

Company Background and Credentials

Located in New York City, the financial capital of the world, Clarus Designs works with financial organizations throughout the United States. Analyzing and developing technology based training for this sector is our core mission. Our goal is to develop meaningful, concise, and effective training for our clients by integrating technology. Clarus itself means "clarity" in Latin and our products are designed to bring a high level of clarity to our customers. Clarus Designs has also conducted needs analyses and summative evaluations for leaders in the financial industry, such as JPMorgan, Goldman Sachs, and NASDAQ. Since its founding in 1998, Clarus Designs has grown to 70 people and received multiple awards including being placed on *Fast Company's* 2007 "Fast 50" list of the world's most innovative companies.

Team Project Members

Hongyan Yuan, Project Manager

Hongyan is an experienced project manager with a strong background in instructional design and training evaluation. She has fifteen years of quality experience and proven expertise in project management and instructional design both in the fields of industry and academia. Hongyan is an innovative professional with a strong ability to identify, analyze, and solve problems to coordinate internal teams and to increase customer satisfaction through expertise in evaluation of training; program development and management; creating training strategy and consulting.

Anthony Blusius, Senior Evaluation Specialist

Anthony has spent ten years in the instructional design and evaluation field. Over the past decade he has worked with such clients as Hudson City Bank where he led a team of five individuals in performing a needs analysis for the company's training operations. His ability to analyze a problem and clearly explain the situation makes him a valuable asset to the Clarus team.

Brian Boyce, Senior Instructional Designer

Brian gained extensive experience with the United States Air Force as an Instructional Designer. He led course development efforts by managing meetings between curriculum designers, writers, trainers and subject-matter experts for all training programs at Robins Air Force Base. At Clarus Designs, he provides outstanding leadership and routinely exercises sound decision-making skills at critical points in the development process that result in the creation of superior training products. Brian's background in accounting and budget analysis provides him with a unique viewpoint to evaluate training from a cost-analysis perspective.

Sara Boyce, Lead Quality Assurance Specialist

Sara has experience in developing and maintaining quality assurance programs for financial institutions. She has performed internal and external audits, surveys, and evaluations for various projects. Sara has worked with SunTrust Banks where she was responsible for quality assurance and quality control efforts to ensure accuracy and consistency throughout all Customer Service Center operations. At Clarus Designs, she manages a quality assurance team responsible for ensuring accurate evaluation results.

Sarah Peters, Senior Evaluation Specialist

Results oriented evaluation specialist and instructional technologist with 17 years of blended learning, e-learning, and instructional technology experience. She has expertise in designing and implementing evaluation protocols, evaluation analysis and training development initiatives. Besides her extensive experience in the field of evaluation, Sarah has also supervised and implemented the design and development of online training, instructor-led workshops and e-learning courses in her previous work experience.

Team Organizational Chart
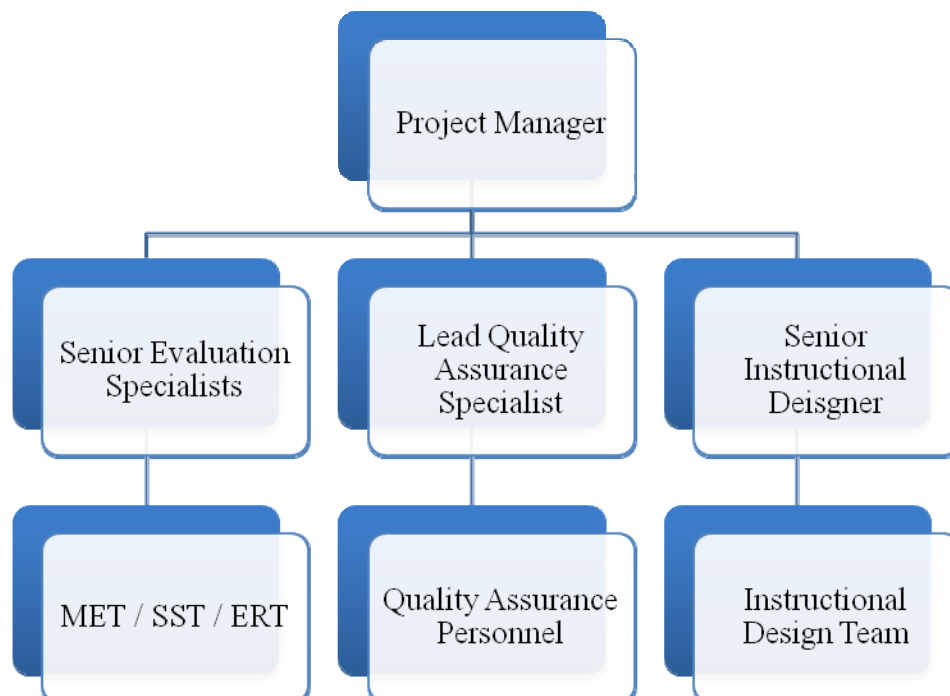
Clients and Projects

JPMorgan

Developed an assessment system to recertify members of the Asset Management division. The new assessment system provided statistical breakdown and analysis based on criteria such as: individual, team, question, or topic. This reduced the staff necessary to administer the recertification process and reduced overhead.

Jennifer Ackart, Training Director, JPMorgan Asset Management
"We are extremely satisfied with the outcome of the assessment system that Clarus Designs designed for us. It is efficient, innovatively designed, and easy to use. Our revenue has increased more than we anticipated with the use of the new assessment system. "

NASDAQ

Designed web-based training for various financial institution brokers accessing the NASDAQ systems. Upon completion of the training, the new brokers account was automatically migrated into the training system. This allowed a hands-off approach to the training of new brokers as well as reducing the number of transaction errors by 50%.

James Lee, Training Manager, NASDAQ
"It was a pleasure to work with the team from Clarus Designs. They have strong professional backgrounds and have first hand understanding of their business. They are easy-going and have always done their work with high team spirit…"

rma
THE RISK MANAGEMENT ASSOCIATION
Serving the Financial Services Industry

Evaluated their presenters' abilities and restructured conferences to make them more engaging for the attendees. This resulted in an increase in attendance with additional conferences added to the schedule. Conference agendas and brochures were converted to an electronic format in order to streamline operations and increase revenue.

Henry Gale, Associate Training Director, Risk Management Association
"Clarus Designs has a strong dedication and a high degree of tact to analyze and discover the root problem. We found the new conference management system that Clarus Designs developed for us very engaging and efficient. They absolutely did a great job and exceeded our expectations…"

Appendices

Appendix A: Project Management Work Plan

Phase	Task	Start	End	Duration (Days)
Kickoff Meeting	Meeting between BARM & Clarus Designs to formally begin project	5/1/08	5/1/08	1
Evaluation Process	Satisfaction & Learning Surveys	5/5/08	5/31/08	26
Evaluation Process	Entering Existing Data	5/12/08	5/24/08	12
Evaluation Process	Pre and Post Assessment of Instructional Quality	5/12/08	5/24/08	12
Evaluation Process	Summative Analysis & Report	5/26/08	6/6/08	11
Evaluation Process	Course Materials Review & Evaluation	5/12/08	6/13/08	32
Evaluation Process	Course Development and Delivery Costs Analysis	5/12/08	6/13/08	32
Evaluation Process	Summative Analysis & Report	6/16/08	6/18/08	3
Evaluation Process	Surveys to Instructors	5/5/08	5/31/08	26
Evaluation Process	Interview Instructors & Managers	6/23/08	6/27/08	5
Evaluation Process	Focus Groups' Measurement	6/23/08	6/27/08	5
Evaluation Process	Summative Analysis & Report	6/30/08	7/2/08	3
Evaluation Process	Customer & Instructor Interviews	7/8/08	8/8/08	31
Evaluation Process	Course and Facilities Evaluation	7/8/08	8/8/08	31
Evaluation Process	Summative Analysis & Report	8/11/08	8/12/08	2
Recommendation Process	Final Summative Evaluation Report	8/18/08	8/22/08	5
Recommendation Process	Products and Cost Savings Analysis	8/25/08	8/28/08	4
Recommendation Process	Vendor and Cost Savings Analysis	8/25/08	8/28/08	4
Recommendation Process	Competitive Edge and Costs Savings Analysis	8/25/08	8/28/08	4
Recommendation Process	Summative Analysis & Report	8/29/08	9/3/08	6
Final Sign-off	Final Meeting and Presentation	9/12/08	9/12/08	1

Appendix B: Client References

Jennifer Ackart, Training Director
JPMorgan Asset Management
227 W. Monroe Street
Chicago, IL 60606
(312) 541-4430

Eunice Raleigh, Human Resources Manager
Sovereign Bank
840 Penn Avenue
Wyomissing, PA 19610
(610) 378-8511

James Lee, Training Manager
The NASDAQ Stock Market
One Liberty Plaza
165 Broadway
New York, NY 10006
(212) 401-8700

Henry Gale, Associate Training Director
The Risk Management Association
1801 Market Street, Suite 300
Philadelphia, PA 19103
(215) 446-4000

Adam Neal, Public Relations Manager
New York Mercantile Exchange
World Financial Center
One North End Avenue
New York, NY 10282
(212) 299-2000

Leslie Jones, Senior Training Manager
Goldman, Sachs & Co.
85 Broad Street
New York, NY 10004
(212) 902-1000

Charles Lewis, Senior Training Supervisor
Bank of America
100 North Tryon Street
Charlotte, NC 28255
(704) 386-4771

Jennifer Brooklands
Women's Institute for Financial Education
P.O. Box 910014
San Diego, CA 92191
(760) 736-1660

Appendix C: Sarbanes-Oxley Act Prototype Screenshots

Blackboard Screenshots

Blackboard Screenshot

Centra Screenshot

Centra Screenshots

Appendix D: Project Team Resumes

Hongyan Yuan
Project Manager
151 E. 27th Street • New York City, NY 10016
(212) 818-9090 • hyuan@clarusdesigns.com

___

EXPERIENCE

Clarus Designs – New York, NY   July 1998-Present
Project Manager

- Oversees all projects that contract with Clarus Designs; defines and directs project goals and objectives; identifies, analyzes, and solves problems.
- Coordinates project efforts within Clarus Designs teams including teams of Instructional Design, Development, Marketing, and Customer Service, to ensure and improve quality of services and products.
- Communicates closely with clients to ensure services and products meet their expectations, on schedule and on budget.

Hewlett Packard – Cupertino, CA   July 1993-June 1998
Training Program Manager

- Led in creating custom learning solutions to train and support the successful deployment of HP's Global Marketing systems.
- Led in designing, developing and managing suite of training materials for instructor-led courses including all presentation slides, hands-on lab exercises, Flash-based learning activities, and audio-narrated online demonstrations.
- Designed and delivered instructor-led training to internal HP clients and IBM partners.

Stanford Center for Innovations in Learning – Stanford, CA   June 1990-June 1993
Instructional Designer

- Co-designed and developed an English Language Learning teaching certificate website for a Stanford professor.
- Designed instructor-led training materials on library securities.

EDUCATION

Master of Science in **Marketing and Communications**   May 2002
Wharton School of the University of Pennsylvania, Philadelphia, PA

Master of Science in **Instructional Systems**   May 1990
Penn State University, University Park, PA

Anthony J. Blusius Jr.

Senior Evaluation Specialist
151 E. 27th Street • New York City, NY 10016
(212) 818-9090 • ablusius@clarusdesigns.com

EXPERIENCE

Clarus Designs – New York, NY   May 2000-Present
Senior Evaluation Specialist

- Supervises the evaluation teams throughout the evaluation process to ensure accuracy.
- Oversees the development of evaluation tools, strategies, methods, and tactics.
- Compiles all evaluation data and results necessary to prepare evaluation reports for clients.
- Recommends learning strategies to clients based on the evaluation results.

Data Systems Incorporated – New York, NY   June 1998-May 2000
Instructional Designer

- Evaluated current internal employee training processes and implemented recommendations based on the findings.
- Created instructional content for web-based instruction through the use of various rapid development tools.
- Worked with Quality Assurance personnel to ensure accuracy and validity of instructional materials.

EMC Corp – Bellefonte, PA   July 1992-May 1997
Assistant LMS Administrator

- Assisted the LMS Administrator in performing regular maintenance and upgrades on the learning management system.
- Deployed a Moodle LMS system for course content delivery and creation to external clients throughout Pennsylvania and New York.
- Responsible for administering nightly backups and necessary restorations.
- Supported staff in the creation of content in the learning management system.

EDUCATION

Master of Science in **Instructional Technology**   June 1998
New York University, New York, NY

Bachelor of Science in **Computer Science**   May 1992
Rochester Institute of Technology, Rochester, NY

Brian P. Boyce

Senior Instructional Designer
151 E. 27th Street • New York City, NY 10016
(212) 818-9090 • bpboyce@clarusdesigns.com

EXPERIENCE

Clarus Designs – New York, NY   July 1998-Present
Senior Instructional Designer

- Leads a team of Instructional Design specialists responsible for designing and developing customized training solutions.
- Assists with content development and provides recommendations for instructional strategies and design elements for training materials.
- Conducts training needs analyses and oversees the recommendation process for clients seeking to improve the viability of their training.

United States Air Force – McGuire Air Force Base, NJ   September 1993-June 1998
Instructional Systems Specialist

- Coordinated with curriculum designers, writers, trainers and subject-matter experts to conduct instructional systems analysis leading to the creation of computer-based/web-based training and in-residence training for Air Force personnel.
- Determined the development priorities for new courses based on time and available resources, fiscal schedules and performance objectives for online Air Force training programs and initiatives.

United States Air Force – Robins Air Force Base, GA   August 1989-August 1993
Budget Technician

- Reviewed, maintained, and compiled summary reports on budgetary data to support the budget review process.
- Performed detailed fiscal budget research in support of the Air Force financial analysis process.
- Managed budget estimate submissions by supervisors from various departments.

EDUCATION

Master of Science in **Instructional Technology**   August 1993
University of Georgia, Athens, GA

Bachelor of Science in **Accounting**   May 1989
University of Oklahoma, Norman, OK

Sara E. Boyce

Lead Quality Assurance Specialist
151 E. 27th Street • New York City, NY 10016
(212) 818-9090 • seboyce@clarusdesigns.com

EXPERIENCE

Clarus Designs – New York, NY   July 1998-Present
Lead Quality Assurance Specialist

- Responsible for validity, accuracy and reliability of evaluation tools and methods used in instructional design and evaluation projects.
- Reviews all compiled data and reports generated from completed evaluations to ensure accurate results are provided to the client.
- Supervises a quality assurance team committed to maintaining high-quality standards during an entire evaluation process.

Broadridge Financial Solutions Inc. – Hoboken, NJ   July 1994-June 1998
Instructional Designer and Training Coordinator

- Planned and managed the instructional design and development process for over 20 large-scale training courses for internal risk management personnel.
- Evaluated the impact and effectiveness of various training solutions designed and developed by the training department.
- Coordinated 35 in-house webinars, virtual learning workshops, and self-paced training programs, increasing the productivity of the financial center operations.

SunTrust Banks Inc. – Athens, GA   June 1990-June 1993
Quality Assurance Manager

- Worked with Customer Service Center Managers across the Southeast United States to implement process improvements for managing customer accounts, resulting in more efficient operations.
- Conducted daily quality assurance and quality control efforts to ensure accuracy and consistency throughout all Customer Service Center operations.

EDUCATION

Master of Science in **Instructional Technology**   August 1993
University of Georgia, Athens, GA

Bachelor of Arts in **Business Administration**   May 1990
Financial Management Concentration, Minor in English
University of Maryland, College Park, MD

Sarah L. Peters

Senior Evaluation Specialist

151 E. 27th Street • New York City, NY 10016

(212) 818-9090 • slpeters@clarusdesigns.com

EXPERIENCE

Clarus Designs – New York, NY   August 2002-Present
Senior Evaluation Specialist

- Promotes comprehensive learning initiatives and recommends training strategies for client solutions.
- Supervises evaluation strategies, evaluation analytics, and the development of evaluations tools.
- Conducts needs-analysis, identifies gap analysis strategies, and designs learning strategies.
- Supervises the Materials Evaluation, Evaluation Review and Site Survey Teams.

Museum of Modern Art – **New York, NY**   February 1995-August 2002
Project Manager/Instructional Designer

- Managed project timelines, resources, and project plans to optimally leverage team members.
- Managed multiple e-learning projects for the educational and curatorial departments.
- Designed and developed content for online exhibits catalogs and educational programs.
- Implemented e-learning solutions for special exhibits and guides for K-12 teachers.
- Communicated, collaborated and completed work jointly with curators and administration.

Snazzy Design – **New York, NY**   November 1993-February 1995
Assistant Manager/Instructional Designer

- Managed project development of graphic designs, detail-level designs, storyboards and product evaluations.
- Supervised production and project budget.
- Ensured compliance with brand consistency and corporate requirements.
- Developed and executed project strategy approaches, work plans and prepared project status reports.

EDUCATION

Master of Science in **Instructional Technology**   December 1991
New York University, New York, NY

Bachelor of Arts in **Design and Technology**   May 1990
Parsons School of Design, New York, NY