



YN/PS Advanced Administration Front End Analysis (FEA)

Contract #: N00189-12-D-Z016 DO: 0012

This document establishes the “AS-IS”, or current state of training and the “TO-BE”, or expected future state of training. In addition, it identifies the recommended modes of delivery and the preferred structure and delivery of the curriculum, as well as the assessed recommendations and solutions to bridge the gap in training. Data has been reformatted and is not included in the FEA Recommendation Excel Spreadsheet tool. Some data has been kept in this document to provide amplification or expounding detail on the FEA selection process.



Table of Contents

1.0 NETC-FRONT END ANALYSIS (NETC-FEA)	2
2.0 ESTABLISH AN “AS-IS” COMPARATIVE BASELINE	3
3.0 “TO-BE” TRAINING REQUIREMENTS.....	3
4.0 GAP IN TRAINING REQUIREMENTS ANALYSIS.....	4
Summary of Differences: (Narrative)	12
5.0 REUSE, REPURPOSE, AND REFERENCE (R3) CONTENT	13
6.0 MEDIA SELECTION.....	13
7.0 RECOMMENDATIONS AND SOLUTIONS STATEMENT	13
8.0 OUTPUT STATEMENT INFORMATION	17
9.0 FINAL APPROVAL.....	19



1.0	<p align="center">NETC-FRONT END ANALYSIS (NETC-FEA)</p> <p>* Data is also contained in the FEA Recommendation Excel Spreadsheet.</p>	
1.1	<p>REQUIREMENTS SPONSOR: NETC</p>	<p>RESOURCE SPONSOR: Center for Service Support NAME: John Smith RANK/TITLE: Project Manager PHONE: 401-841-1522 EMAIL: john.m.smith8@navy.mil</p>
1.2	<p>CURRICULUM CONTROL AUTHORITY: Center for Service Support</p> <p>LEARNING CENTER: Center for Service Support</p>	
1.3	<p><u>Activity Conducting NETC-FEA/Project Team Members:</u> URS Federal Services / Michael Lilburn (ISD), Wayne Westrich (ISD)</p>	
1.4	<p><u>NETC-FEA Start Date (MM/DD/YY):</u>12/16/2015</p>	
1.5	<p><u>NETC-FEA End Date (MM/DD/YY):</u>1/15/2016</p>	
1.6	<p><u>Reason for conducting NETC-FEA:</u></p> <p>Course revision to CIN A-510-0024 Yeoman / Personnel Specialist Advanced Administration. Required to be conducted under contract N00189-12-D-Z016 DO: 0012. Job Duty Task Analysis (JDTA) has been completed and entered into Content Planning Module (CPM).</p> <p>Is NETC-FEA for a new or revised course?</p> <p><u>New Revised X</u></p> <p><u>Description of the NETC-FEA (including trigger event):</u></p> <p>This Front End Analysis is being conducted as part of contract N00189-12-D-Z016 DO: 0012. The primary reason for this effort is to validate the Job Duty Task Analysis (JDTA) that is currently available in Content Planning Module (CPM) and to create a cohesive mold of the AS-IS state and contingent TO-BE state of training. Although the contract is the trigger event needed to validate the creation of the FEA, the previous HPPR and JDTA conference provided the rationale as to why an FEA needed to be conducted.</p> <p>This analysis contains the requirements as outlined in the Naval Education and Training</p>	



	(NAVEDTRA) 138 Front End Analysis Management Manual. Each step is articulated into a specific category and directly relates to the specific section and requirements of each area of the NAVEDTRA 138.
2.0	ESTABLISH AN “AS-IS” COMPARATIVE BASELINE
2.1	* Data has been relocated to the FEA Recommendation Excel Spreadsheet.
3.0	“TO-BE” TRAINING REQUIREMENTS
3.1	<p><u>“TO-BE” Training Requirements</u></p> <p>* Data has been relocated to the FEA Recommendation Excel Spreadsheet. All KSATR data has been kept for reference and to minimize loss of data fidelity.</p> <p><u>KSATRs:</u></p> <p>Knowledge:</p> <ul style="list-style-type: none">• English Language• Clerical• Administration and Management• Customer and Personal Service <p>Skills:</p> <ul style="list-style-type: none">• Reading Comprehension• Critical Thinking• Writing• Active Listening• Speaking <p>Ability:</p> <ul style="list-style-type: none">• Visual and Auditory Processing• Cognitive Retention <p>Tool:</p>



- Computer

Resource:

- Navy Directives Issuance System - OPNAVINST 5215.17
- MANUAL FOR COURTS-MARTIAL (MCM), UNITED STATES, 2012 EDITION
- Manual of the Judge Advocate General (J AGMAN), JAGINST 5800.7
- Department of the Navy Correspondence Manual - SECNAV M-5216.5
- Office of the Chief of Naval Operations Organization and Operations Manual, OPNAV 5430.48
- Naval Military Personnel Manual (MILPERSMAN), NAVPERS 15560
- Navy and Marine Corps Awards Manual, SECNAVINST 1650.1
- Promotion, Special Selection, Selective Early Retirement and Selective Early Removal Boards For Commissioned Officers of the Navy and Marine Corps, SECNAVINST 1420.1
- Regulations to Govern the Promotion and Continuation of Limited Duty Officers (LDOS) and Chief Warrant Officers
- Mission, Function and Responsibilities of the Office of Legislative Affairs and Procedures for Handling Legislative Affairs and Congressional Relations, SECNAVINST 5730.5
- Department of Defense Instruction Cybersecurity, DoDI 8500.01
- TOPS Online Payment Users Guide, TOPS
- Department of Defense Financial Management Regulation (DoD FMR), DoD 7000.14
- The Joint Travel Regulations - Uniformed Service Members and DoD Civilian Employees, JTR

4.0

GAP IN TRAINING REQUIREMENTS ANALYSIS

***This data is contained in the FEA Recommendations Excel Spreadsheet, but expounding information has been kept here to provide a more comprehensive analysis.**



<p>4.1 “ASIS” Comparative Baseline:</p> <p>*JDTA is not available for the legacy course. KSATR/TTA does not exist.</p> <ul style="list-style-type: none"> • Job: Yeoman / Personnel Specialist Advanced Administration <p><u>Lesson 1: Administrative Procedures</u></p> <ul style="list-style-type: none"> • Duty: Administrative Procedures • Task: Review, discuss, and process documents associated with administrative procedures. <p>TLO: MANAGE ADMINISTRATIVE PROCEDURES</p> <p>ELO: REVIEW ship's office practices and procedures</p> <p>ELO: DISCUSS responsibilities of the Special Security Assistant (SSA)</p> <p>ELO: PROOFREAD Naval Correspondence</p> <p>ELO: PROCESS Naval Correspondence</p> <p>ELO: DISCUSS types of Naval Messages</p> <p>ELO: REVIEW the congressional inquiry process</p> <p>ELO: COORDINATE the Records Control System</p> <p>ELO: COORDINATE the disposal of official files and records</p> <p>ELO: PROCESS Fitness and</p>	<p>“TO-BE” Training Requirements:</p> <ul style="list-style-type: none"> • Job: Yeoman / Personnel Specialist Advanced Administration <p><u>Lesson 1: Advanced Administrative Procedures</u></p> <ul style="list-style-type: none"> • Duty: Advanced Administration Procedures • Task: Perform advanced administrative procedures. <p>TLO: Without external aid, the learner will perform advanced administration procedures with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 1: Naval Correspondence</u></p> <p>ELO: Using applicable guidance and documentation, the learner will proofread naval correspondence with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 2: Administrative Assist Visit</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify preparations for an Administrative Assist visit with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 3: Officer and Enlisted Evaluations</u></p> <p>ELO: Using applicable guidance and documentation, the learner will prepare Officer and Enlisted evaluations and fitness reports with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 4: Social Protocol</u></p> <p>ELO: Using applicable guidance and documentation, the learner will review documents and procedures for social usage, protocol and official ceremonies with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 5: Security Clearance</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify security clearance requirements with a minimum of 80% accuracy on a practical evaluation</p>
---	---



<p>Evaluation reports</p> <p>ELO: REVIEW an Administrative change</p> <p>ELO: REVIEW a Performance Information Memorandum</p> <p>ELO: DISCUSS Award recommendation procedures</p> <p>ELO: DISCUSS functions of the Official Military Personnel File (OMPF) and the Electronic Service Records (ESR)</p> <p>ELO: VERIFY data recorded on a Dependency Application / Record of Emergency Data (DA/RED)</p> <p>ELO: VALIDATE documents associated with reenlistments and extensions</p> <p>ELO: DISCUSS the responsibilities of the ELeave Administrator</p> <p>ELO: REVIEW the contents of an EDVR</p> <p>ELO: REVIEW the contents of an ODCR</p> <p>ELO: VERIFY the documents for administering Navy Enlisted Classifications</p> <p><u>Lesson 2: Personnel Procedures</u></p> <p>TLO: MANAGE PERSONNEL PROCEDURES</p> <p>ELO: COORDINATE the processes in the Enlisted Advancement System</p> <p>ELO: VERIFY enlisted advancement eligibility requirements</p> <p>ELO: REVIEW a profile sheet</p>	<p><u>Section 6: Directive Issuance</u></p> <p>ELO: Using applicable guidance and documentation, the learner will audit directives issuance guidelines with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 7: Awards</u></p> <p>ELO: Using applicable guidance and documentation, the learner will process an OPNAV 1650/3 with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Lesson 2: Travel Procedures</u></p> <ul style="list-style-type: none">• Duty: Travel Procedures• Task: Perform travel procedures. <p>TLO: Using applicable documentation, the learner will perform travel procedures with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 1: Travel Documents</u></p> <p>ELO: Using applicable guidance and documentation, the learner will certify official travel documents with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 2: Travel Claims</u></p> <p>ELO: Using applicable guidance and documentation, the learner will prepare travel claims with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 3: Travel Claim Submission and Liquidation</u></p> <p>ELO: Using applicable guidance and documentation, the learner will process travel claim submissions and liquidations with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Lesson 3: Administrative Legal Procedures</u></p> <ul style="list-style-type: none">• Duty: Legal Procedures• Task: Perform administrative legal procedures. <p>TLO: Without external aid, the learner will perform administrative legal procedures with a minimum of</p>
---	--



<p>ELO: VERIFY the eligibility requirements for the Command Advancement Program</p> <p>ELO: VERIFY the process for a change in rate</p> <p>ELO: VERIFY the process for a lateral change in rate</p> <p>ELO: VERIFY the process for a concurrent change in rate</p> <p>ELO: VALIDATE personnel transactions for transfers and receipt</p> <p>ELO: VERIFY an activity loss</p> <p>ELO: VERIFY an activity gain</p> <p>ELO: VERIFY overseas and operational screening</p> <p>ELO: VERIFY the process in the transfer of personnel</p> <p>ELO: VERIFY the process in the receipt of personnel</p> <p>ELO: VERIFY total elapsed time, leave, travel and proceed time</p> <p>ELO: VALIDATE Separation Documents</p> <p>ELO: VERIFY the Certificate of Release or Discharge from Active Duty</p> <p>ELO: VERIFY Separation Travel Orders</p> <p>ELO: VERIFY the contents in the Administrative Separation Process Notifications</p> <p>ELO: VERIFY the contents in the DD Form 214 Worksheet</p> <p>ELO: VALIDATE disciplinary related documents</p> <p>ELO: COORDINATE the aspects</p>	<p>80% accuracy on a practical evaluation</p> <p><u>Section 1: Report of Disposition of Offenses</u></p> <p>ELO: Using applicable guidance and documentation, the learner will prepare a Report of Disposition of Offenses with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 2: Non-Judicial Punishment</u></p> <p>ELO: Using applicable guidance and documentation, the learner will audit the aspects of Non Judicial Punishment (NJP) with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 3: Administrative Separation</u></p> <p>ELO: Using applicable guidance and documentation, the learner will prepare administrative separation related documents with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Lesson 1: Personnel Procedures</u></p> <ul style="list-style-type: none"> • Duty: Personnel Procedures • Task: Perform advanced personnel procedures. <p>TLO: Using the applicable documentation, the learner will perform advanced personnel procedures with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 1: Activity Gain</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify an activity gain with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 2: Activity Loss</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify an activity loss with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 3: Expired Gain Events</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify expired gain events with a minimum of 80% accuracy on a practical evaluation</p>
--	---



<p>for Non Judicial Punishment (NJP)</p> <p>ELO: VERIFY administrative documents for NJP</p> <p>ELO: REVIEW data contained on a Report of Disposition and Offenses</p> <p>ELO: REVIEW the contents of a Court Memorandum</p> <p>ELO: REVIEW documents and procedures for Unauthorized Absences and Deserters</p> <p>ELO: PROCESS Administrative Separation related documents</p> <p>ELO: COORDINATE an Administrative Separation Board</p> <p>ELO: VERIFY Administrative Separation documents</p> <p>ELO: VERIFY Member's pay and allowances in the Master Military Pay Account (MMPA)</p> <p>ELO: REVIEW documents and procedures for social usage, protocol and official ceremonies</p> <p>ELO: VERIFY procedures for submitting a casualty report</p> <p>ELO: DISCUSS data recorded on a Servicemember's Group Life Insurance Election and Certificate</p> <p>ELO: DISCUSS data recorded on a Family Servicemember's Group Life Insurance Election and Certificate</p>	<p><u>Section 4: Expired Loss Events</u></p> <p>ELO Using applicable guidance and documentation, the learner will verify expired loss events with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 5: Personnel Transaction Ticklers</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify personnel transaction ticklers with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 6: PERSTEMPO, ITEMPO, and Sailing Diaries</u></p> <p>ELO: Using applicable guidance and documentation, the learner will process PERSTEMPO, ITEMPO, and sailing diaries with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 7: Audit Preparedness</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify audit preparedness with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 8: Transaction Online Processing System (TOPS)</u></p> <p>ELO: Using applicable guidance and documentation, the learner will assign Transaction Online Processing System (TOPS) transactions with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Lesson 2: Military Pay</u></p> <ul style="list-style-type: none">• Duty: Military pay• Task: Perform military pay procedures. <p>TLO: Without external aid, the learner will verify military pay with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 1: Military Pay</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify Military Pay with a minimum of 80% accuracy on a practical evaluation</p>
---	---



	<p><u>Section 2: Military Pay Account (MMPA) Transactions</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify Military Pay Account (MMPA) transactions with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 3: Pay Transaction Ticklers</u></p> <p>ELO: Using applicable guidance and documentation, the learner will audit pay transaction ticklers with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 4: Final Pay</u></p> <p>ELO: Using applicable guidance and documentation, the learner will process final pay computations with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Lesson 3: PCS Travel</u></p> <ul style="list-style-type: none">• Duty: PCS Travel• Task: Perform PCS travel procedures. <p>TLO: Without external aid, the learner will certify PCS Travel procedures with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 1: Leave and Travel Time</u></p> <p>ELO: Using applicable guidance and documentation, the learner will process total elapsed time, leave, travel and proceed time with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 2: Special Duty</u></p> <p>ELO: Using applicable guidance and documentation, the learner will process Special Duty screening with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Lesson 4: Manning and Manpower</u></p> <ul style="list-style-type: none">• Duty: Manning and Manpower• Task: Perform manning and manpower procedures. Process manpower requirements. <p>TLO: Without external aid the learner will process manpower requirements with a minimum of 80%</p>
--	--



		<p>accuracy on a practical evaluation</p> <p><u>Section 1: Navy Enlisted Classification Codes</u></p> <p>ELO: Using applicable guidance and documentation, the learner will prepare documents for administering Navy Enlisted Classification codes with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 2: Manpower Reports</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify Manpower Management Reports with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 3: Officer Manpower</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify Officer manpower management Reports with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 4: Special Duty Assignment Pay (SDAP)</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify Special Duty Assignment Pay (SDAP) with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Lesson 5: Advancement</u></p> <ul style="list-style-type: none">• Duty: Advancement• Task: Perform advancement administrative procedures. <p>TLO: Without external aid, the learner will perform administrative procedures for advancement with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 1: Advancement Worksheet</u></p> <p>ELO: Using applicable guidance and documentation, the learner will prepare advancement worksheet with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 2: Advancement Examination</u></p> <p>ELO: Using applicable guidance and documentation, the learner will process advancement examination</p>
--	--	--



	<p>procedures with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 3: Advancement Withdrawal</u></p> <p>ELO: Using applicable guidance and documentation, the learner will draft advancement recommendation withdrawal messages and correspondence with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Lesson 6: Personnel Legal Procedures</u></p> <ul style="list-style-type: none">• Duty: Personnel Legal Procedures• Task: Perform personnel legal procedures. <p>TLO: Without external aid, the learner will verify personnel administrative separation documents with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 1: Deserters and Absentees DD Form 553</u></p> <p>ELO: Using applicable guidance and documentation, the learner will process Deserter/Absentee Wanted by Armed Forces (DD FORM 553) data with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 2: Administrative Remarks</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify Administrative Remarks, NAVPERS 1070/613 with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 3: Administrative Separation</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify administrative separation documents with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 4: Electronic Service Record</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify Electronic Service Record entries with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 5: Lost Time</u></p> <p>ELO: Using applicable guidance and documentation,</p>
--	---



		<p>the learner will process lost time with a minimum of 80% accuracy on a practical evaluation</p> <p>Lesson 7: Casualty Reporting</p> <ul style="list-style-type: none">• Duty: Casualty Procedures• Task: Perform personnel casualty reporting procedures. <p>TLO: Without external aid, the learner will perform casualty reporting procedures with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 1: Emergency Personnel Procedures</u></p> <p>ELO: Using applicable guidance and documentation, the learner will process emergency personnel procedures with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 2: Personnel Casualty Procedures</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify personnel casualty reporting procedures with a minimum of 80% accuracy on a practical evaluation</p> <p><u>Section 3: Servicemember's Group Life Insurance (SGLI)</u></p> <p>ELO: Using applicable guidance and documentation, the learner will verify data recorded on a Servicemember's Group Life Insurance Election and Certificate with a minimum of 80% accuracy on a practical evaluation</p>
4.2	<p><u>Summary of Differences: (Narrative)</u></p>	<p>Currently, the formal curriculum of A-510-0024 YN/PS Advanced Administration requires students complete an asynchronous, standalone IMI to provide the base level of knowledge in order to attend the classroom portion of training. It is then intended that the knowledge gained in the IMI portion is directly <i>applied</i> in the classroom. However, due to the nature of the curricula, student application is limited to paper-based job sheets and instructor capture of the intended learning. There is no actual application-based learning, nor is there any application based evaluation. All current learning outcomes are cognitive/knowledge based and do not incorporate performance, or skill proficiencies. The predominant change to the curricula is the shift from cognitive focus to skill-based proficiencies in the classroom. The asynchronous material still retains the vast majority</p>



	<p>of its intended delivery model, with the primary focus of the IMI being updated to reflect the changes and additions to the JDTA, and to be updated to the most current NETC requirements.</p> <p>* Data from this section has been relocated to the FEA Recommendation Excel Spreadsheet under FEA Steps 1-5.</p>
5.0	REUSE, REPURPOSE, AND REFERENCE (R3) CONTENT * Data has been relocated to the FEA Recommendation Excel Spreadsheet, under FEA Steps 1-5.
5.1	<p><u>Reuse:</u></p> <p><u>Repurpose:</u></p> <p><u>Reference:</u></p>
6.0	MEDIA SELECTION
6.1	<p><u>General Audience Characteristics:</u></p> <ul style="list-style-type: none">• Approximate annual throughput >2,000 per four year shelf life• E-5 and above (E-4 with a command waiver)• Wide geographical disbursement <p><u>Sensory Requirements:</u></p> <ul style="list-style-type: none">• The primary means of stimulus will be both visual through using text on screen and graphic/animation reinforcement, and aural through the use of narration and auditory cues. <p>*The remaining data can be found in the supporting FEA Recommendation Excel Spreadsheet, FEA Steps 6-9.</p>
7.0	RECOMMENDATIONS AND SOLUTIONS STATEMENT



7.1	<p><u>Learner Population:</u></p> <p>The learner population consists of E-5 through E-9 personnel who are rated as Yeoman or Personnel Specialists (YN/PS). E-4 personnel may be permitted to attend the course based on scores and parent command's recommendation.</p> <p>Graduates must display journeyman level administrative and personnel skills using an SPL1 approach to imitate the use of the administrative toolsets. This imitation is harnessed to provide group-paced, instructor facilitated performance, resulting in repetition of the performance objectives to meet an SPL2 end goal.</p>
7.2	<p><u>Recommendations and Solutions:</u></p> <p>Upon completion of this FEA, it is recommended that continued use of the asynchronous and synchronous content structure be the approved format going forth. For asynchronous, standalone IMI training content, the IMI will continue to be knowledge-based only and will supply the necessary cognitive level of understanding to provide the application base for the performance objectives. For synchronous training held at Learning Site Norfolk and San Diego, the recommended training solution is to provide a blended learning environment. The proposed tasks and training solutions leverage the completed JDTA and provide the necessary context needed to complete the job tasks associated with a journeyman Yeoman and Personnel Specialist.</p> <p>Due to the unique nature of this effort, there will be a two-pronged approach to development. For the standalone IMI portions, students will go through a linear progression of the objectives as detailed in the approved NLOS. They will gain the necessary KPL2 application of understanding to perform the classroom objectives.</p> <p>The synchronous, classroom portion of training will use a blended learning solution to provide the most advantageous learning outcome. By using a practice to proficiency template and instructor facilitation, students will perform simple to complex actions, resulting in group and peer related work groups. Instruction will use actual Navy tools, vice reproduction and will use IMI, CAI, or CBT to fill any gaps in the use of the Navy systems.</p> <p>Skill proficiency level end of course requirements are proficiency level two (2), or repetition. For this level of training, students will initially imitate (SPL1) the actions of an administrative professional, and continue the skill until they are able to repeat the action with no instructor reliance. Instructor support will provide the beginning application of the performance objective, with continuing exercises to provide the retention level of skill proficiency. The follow-on use of working peer groups provides the hands-on application of the material in a role-based group setting, allowing for</p>



students to share experiences and expound on the skill objectives. The sequencing of the learning/skill objectives is in a scaffold format, with linear progression from simple to complex skillsets. The skill proficiency expectation for practice is defined as “can proficiently perform a task”.

Knowledge proficiency level requirements are level two, or application of the knowledge material. Due to the inherent nature of the course structure, the knowledge gained through the use of the asynchronous independent web-based media, will mandate application of the material in the same delivery format. Because of this, the learner will need to first learn the material (KPL1/recall), and then apply the material in the asynchronous media. The translation of the learning objective to the skill objectives is the delta of the learning continuum. Knowledge proficiency expectations are application and are defined as “can use a concept in a new situation or unprompted use of an abstraction”.

Based on the media and media delivery method analysis the instructional strategy recommendations for the YN/PS Advanced Administration Module 1 asynchronous IMI consist of:

- Interactive Multimedia Instruction/LMS
- Advanced Distributed Learning
- Computer Based Training

IMI level II/III interactivity is required and will support capability for:

- Simulation of performance in the operational setting.
- Primary means of stimulus will be both visual through using text on screen and graphic/animation reinforcement, and aural through the use of narration and auditory cues.
- Computer evaluation of trainee procedural performance includes the capability to generate time and error scores for performance test items.

Knowledge interactivity components include:

- Conceptual understanding of system use and how governing documents align with operations
- Discrimination learning to group similar and dissimilar concepts to understand holistic application of the administrative and personnel requirements
- Media Delivery Modes (averaged across all Module 1 Duties):
 - ILT: 0.00%
 - LAB: 0.00%



- CBT: 85.018%

Based on the media and media delivery method analysis the instructional strategy recommendations for the YN/PS Advanced Administration Module 2 & 3 synchronous ILT/Lab consist of:

- Instructor/Tutor
- Interactive Multimedia Instruction/Electronic Documentation
- Traditional Print/Digital Materials

IMI/CAI/CBT level II/III interactivity is required and will support capability for:

- Performance in the operational setting.
- Sensory stimulus for the synchronous SPL content will be primarily visual, through the use of computer screens with the data present and tactile/kinesthetic by performing the tasks assigned with a keyboard.

Knowledge interactivity components include:

- Procedure learning to perform step-by-step actions in the proper sequence (22 total procedures).
- Discrimination learning to group similar and dissimilar performance applications and how those translate into complex administrative and personnel requirements.
- Problem-solving in group-based situations to provide direct learner feedback and peer-group accomplishment.

Skills interactivity components include:

- Perception, or encoding, of sensory stimuli that translate into mental and physical performance.
- Guided response learning of a complex skill by copying a demonstration (imitation)
- Mechanism learning to perform a complex skill with confidence and proficiency (repetition)
- Adaptation learning to modify a skill to accommodate a new situation
- Media Delivery Modes (averaged across all Module 2 & 3 Duties):
 - ILT: 43.487%
 - LAB: 19.859%
 - CBT: 3.954%



	<p>Potential reuse, repurpose, and referencing (R3) of content exists within the CPM and NeL domains, with cross-utility of the following rate similar course contents:</p> <p>CSS-ADA-020-1.0 - Advanced Administration Correspondence Management Program CSS-ADA-040-1.0 - Advanced Administration Military Compensation CSS-ADA-050-1.0 - Advanced Administration Officer and Enlisted Qualifications and Disqualifications CSS-ADA-060-1.0 - Advanced Administration Enlisted Advancement System CSS-ADA-070-1.0 - Advanced Administration Officer Promotions CSS-ADA-080-1.0 - Advanced Administration Transfers and Receipts CSS-ADA-090-1.0 - Advanced Administration Reenlistments and Extensions CSS-ADA-100-1.0 - Advanced Administration Legal Matters CSS-ADA-120-1.0 - Advanced Administration Separations A-510-0024 YN/PS Advanced Administration A-510-0012 Yeoman “A” School A-511-0015 Yeoman Flagwriter A-500-0018 Personnel Specialist “A” School A-542-0013 Personnel Specialist Travel Payments A-542-0014 Personnel Specialist Fiscal Procedures A-542-0015 Personnel Specialist Afloat Automated Pay Specialist</p>
8.0	OUTPUT STATEMENT INFORMATION
8.1	<p><u>Establish an “AS-IS” Comparative Baseline:</u></p> <p>The baseline AS-IS state of curriculum is derived from the Course Training Task List (CTTL) for A-510-0024 YN/PS Advanced Administration.</p>
	<p><u>“TO-BE” Training Requirements:</u></p> <p>Requirements identified during CSS’ and NETC’s Job Duty Task Analysis (JDTA) are listed in the FEA Recommendation Excel Spreadsheet, FEA Steps 1-5.</p>
	<p><u>Findings: (Gap in Training Requirements/Summary of Differences):</u></p> <p>Currently, formal curriculum exists to train prospective YN and PS Lead Petty Officers (LPO) to act as advanced administration professionals. The curriculum, however, lacks the functionality needed to provide students with actual skill gain and use of Navy specific administrative systems. Consequently, the course does not contain material or supporting objective structure to provide a skill base for student acquisition, leaving graduates with a theoretical knowledge of advanced administration and no performance increase. Additionally, students are only assessed on a recall basis, rendering knowledge</p>



	as the only assessable gain.
8.2	<p><u>Recommendations and Solution Statement (rationale for closing the gap):</u></p> <p>It is recommended that the current structure of the curricula (asynchronous and synchronous) be maintained with the primary shift from instructor led knowledge focus to performance and application of the administrative material in the classroom. The interactive asynchronous media will be updated to reflect current standards and practices, and will be the primary means of knowledge acquisition for the student. The praxis will occur within the classroom, allowing the instructor to provide the nuanced application of the administrative material in a secure environment. Primary shift is from cognitive focus to performance-driven, assessable content, primarily through the use of Job Sheets, Problem Sheets, and Information Sheets.</p> <p>Based on media types and delivery modes, the instructional strategy recommendations for the YN/PS Advanced Administration course consist of the following:</p> <ul style="list-style-type: none">● Module 1:<ul style="list-style-type: none">○ Interactive Multimedia Instruction/LMS● Knowledge interactivity components include:<ul style="list-style-type: none">○ Conceptual understanding of system use and how governing documents align with operations● Media Delivery Modes (averaged across all Module 1 Duties):<ul style="list-style-type: none">○ ILT: 0.00%○ LAB: 0.00%○ CBT: 85.018%● Module 2 & 3:<ul style="list-style-type: none">○ Instructor/Tutor<ul style="list-style-type: none">▪ Interactive Multimedia Instruction/Electronic Documentation▪ Traditional Print/Digital Materials● Knowledge interactivity components include:<ul style="list-style-type: none">○ Procedure learning to perform step-by-step actions in the proper sequence (22 total procedures).● Skills interactivity components include:<ul style="list-style-type: none">○ Perception, or encoding, of sensory stimuli that translate into mental and physical performance.

