Evaluation Plan for the "AI Tools Academy"

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I. General Background Information

Organizational/Context Overview

K-12 teachers across America are bombarded with high expectations from students, parents and administrative staff without an influx of new AI tools and guidance to make their teaching more effective. Business owners are also at a loss on how to make use of existing AI technologies to enhance their employees' workflow and deliver a better product or service for their customers in a more efficient manner. The mission of Full Send AI Consulting is to empower educators, business owners, and organizational leaders to integrate AI technologies responsibly and effectively, to foster innovation, and increase efficiency and inclusivity across industries. The AI Tools Academy One Day Workshop is part of the product offerings for Full Send Consulting and was conceived to:

- 1. **Demystify Al Concepts**: Provide clear, jargon-free explanations of how Al can enhance lesson planning, marketing, customer service, or day-to-day administrative tasks.
- Provide Guided Hands-On Experience: Let participants try out AI tools (ChatGPT, Google Gemini, Microsoft Copilot) in small-group activities relevant to their job roles (classroom tasks, sales processes, etc.) to determine what tasks can be amplified and/or streamlined with use of generative AI models.
- 3. Educate with Practical Outcomes: By the end of the workshop, each participant will produce one tangible AI-driven resource (e.g., a lesson plan or sales script) they can use immediately.
- 4. **Promote Ethical Awareness**: Participants will be able to highlight how to spot Al biases, maintain data privacy, and ethically integrate Al into organizational culture.

Jason and Mark with JBMB Training Evaluations are tasked to evaluate the Full Send Consulting AI Academy one-day workshop and will help assess the program's effectiveness to identify areas for improvement, thereby enhancing the overall impact of the training program. The goal of Full Send Consulting is to have the AI Academy workshop evaluated before they move forward with marketing efforts and go nationwide with their efforts.

Why Evaluate?

Conducting an evaluation will make a strong case for organizational stakeholders (school administrators, business owners) to have clear evidence of the training's return on investment (ROI). By measuring how well participants learn and apply these specific AI tools, JBMB consulting can help refine the program, address accessibility gaps, and confirm the workshop will genuinely facilitate better outcomes for school districts and small and large businesses.

II. Instructional Product

Instructional Product Description

Product Name: AI Tools Academy

Structure: A single-day, in-person (or hybrid) training composed of four modules:

- 1. The Importance of AI in Workflows
- a. **Focus**: Highlights AI's transformative potential in education or business. First topic will answer the question, *"What is Effective AI Usage?"*
- b. **Content**: Real-world examples, a brief history of technology driven strategies, AI myths vs. realities.
- 2. Hands-On AI Tool Examples and Strategies
- a. **Focus**: Introduces various uses of Google Gemini, Microsoft Copilot, and ChatGPT with focus on the tools' schools/businesses use most frequently.
- b. **Content**: Hands-on demos (e.g., generating lesson plans, marketing copy, workflow automation). Strategies for AI-powered content generation (text, images, video) with focus group practice and feedback loops.
- 3. Ethical Al and Understanding Bias
- a. **Focus**: The importance of understanding bias in AI outputs and responsible usage guidelines.
- b. **Content**: Discussions on data privacy, AI and compliance, balancing use of AI and human creativity, case studies covering ethical dilemmas, and a Q&A of how to integrate AI responsively into daily workflows to enhance, not replace the activity of humans.
- 4. Putting AI to Work with Workflow Integration
- a. **Focus**: Practical application in real scenarios, specific to the participants' roles, and a planning strategy for adoption after the workshop has completed.
- b. Content: For teachers the topics will include AI-driven lesson planning, AI for student feedback and assessment, AI powered communication and parent engagement, and time saving techniques. For administrators and managers, the topics will include AI for decision-making, AI for streamlining operations and optimizing budgets, AI for compliance strategies, and how to leverage AI for enrollment and crisis management. This module will provide participants with strategies on how to leverage AI tools specifically in their roles and will provide an action plan to include in their daily workflow.

Purpose, Need, and Benefit

Purpose: The AI Tools Academy from Full Send Consulting is meant to teach educators, business owners, and organizational leaders to embrace the power of AI and utilize the basics of the tools to grow a culture of innovation and responsible usage within their respective organizations. The course aims to equip staff with hands-on strategies to streamline daily tasks, enhance teacher and managerial interactions to enable efficient content creation and other strategies, without the need to hire a full-time employee to teach and manage usage of AI. By utilizing the Kirkpatrick Four Levels of Evaluation, JBMB Evaluations will measure whether this impact continues after the workshop. By collecting quantitative and qualitative data, JBMB will confirm if participants are confidently adopting AI solutions, improving workflows, and sustaining

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continuous learning after the workshop, thereby confirming that Full Send Consulting has delivered the intended organizational change.

Need:

- Teachers and employees at businesses come from diverse backgrounds and may have varying levels of tech-savvy or AI knowledge, and the goal of JBMB is to confirm the training is transformative in a positive way for the organization after the training.
- With a clear class structure, participants will be able to responsibly use AI tools and incorporate these tools into their workflow to enhance communication, productivity, and innovation.
- Given the significant differences in how teachers and small business employees adopt AI, (for example, designing interactive lessons vs. creating automated marketing campaigns) JBMB's evaluation will incorporate targeted methods tailored to each group's unique application goals.
- Key strategies for evaluation will include role-specific instruments like separate surveys
 or questionnaires. JBMB will develop customized reaction and learning surveys: one for
 educators (focusing on lesson-planning efficiency, classroom engagement) and one for
 business employees (highlighting marketing, customer service, and operations). The
 JBMB evaluation will include scenario-based tasks with each group receiving relevant
 performance tasks (for example, "Create an AI-enhanced lesson plan" for teachers, or
 "Draft an AI-powered marketing email" for small business staff). JBMB will utilize multiple
 data-collection touchpoints, including a post-workshop check-in immediately after
 training. JBMB will collect follow-up surveys and interviews 4–6 weeks post-training and
 will provide separate follow-up instruments to educators and business employees to
 identify how AI integration is unfolding in their unique environments after the training.
- JBMB will evaluate targeted data on usage and impact. For teacher metrics, JBMB will
 gather lesson plan examples before and afterwards that highlight lesson adaptation and
 student engagement improvements. For business metrics, JBMB will collect ROI
 indicators like time saved on repetitive tasks and conversion rates for AI-generated
 marketing content. There will also be mixed methods for evaluations where both
 quantitative and qualitative data will be combined for deeper analysis.
- JBMB's final report will distinguish between educator benchmarks vs. business benchmarks. JBMB will evaluate in an aggregated view that will offer a bird's-eye summary that will show whether Full Send Consulting's broad-based AI skill baseline has been achieved across all roles after the AI Tool Academy Workshop. This will include measuring a consistent confidence level and basic AI aptitude among participants, regardless of their sector.

Benefits:

- Armed with this knowledge from Full Send Consulting, the AI Tools Academy will provide a consistent AI skill baseline across all educators, business owners, college students, and organizational leaders they have consulting contracts with.
- After the class, participants will have a resource full of knowledge that promotes operational efficiency and reduces administrative burdens.

Benchmark Objectives

- **K–12 Schools**: The training aims to improve teacher adoption of AI tools into their daily workflow, raise lesson engagement with students, and speed up assignment feedback loops. For any administrators this course will help with efficiency in the areas discussed above.
- **Small and Large Businesses**: Main objective is to produce a tangible Al-driven resource to either increase operational efficiency, develop a stronger marketing campaign, or achieve a better customer experience.

Goal and Subgoals

• **Main Goal:** The main goal for JBMB consulting is to measure how the AI Tools Academy empowers participants to confidently integrate AI tools into their daily workflows to enhance efficiency, creativity, and problem-solving in either education, administration, or small business and corporate settings. The training aims to answer common questions from a novice to advanced level and provide participants with an actionable AI toolkit.

Subgoals For Teachers

- 1. **Optimize Lesson Planning:** Use AI to generate lesson plans, quizzes, and learning materials tailored to student needs.
- 2. **Improve Feedback & Grading Efficiency** Implement AI-driven feedback systems for quicker and more personalized student assessments.

Subgoals for Administrators and Managers

- 1. **Streamline Internal Communication**: To create opportunities to improve time management for busy faculty.
- 2. **Develop Concrete Al Policies**: To show consistent utilization of software with Al that was purchased by the district that they want everyone to use.

Subgoals for Corporate or Small Business Employees:

- 1. **Boost Productivity**: Teach how to implement AI for writing reports, emails, and customer support responses.
- 2. Learn Al Powered Strategies: Utilize AI for targeted advertising and personalized outreach.

Learning Objectives

- 1. **Recognize AI Features**: By the end of class, learners should be able to identify at least three key AI features (one from ChatGPT, Google AI, and Microsoft AI) that are applicable to their professional or academic environment.
- 2. **Demonstrate Prompt Engineering**: By the end of class, learners should be able to create or refine a short lesson plan, sales email, or marketing copy, effectively applying basic prompt engineering techniques.
- 3. Address Ethical Concerns: By the end of class, learners should be able to explain Al bias and implement a strategy to mitigate real-world applications.
- 4. **Devise Action Plan**: By the end of class, learners will develop a personalized roadmap for integrating AI into their daily workflows.

Success Criteria

Final Assessment & Application Activities

- **Real-World Roleplay Scenarios**: Participants will complete an end-of-class simulation using AI to solve a practical task relevant to their field.
- **Teachers (Beginner):** Use AI to generate a multiple-choice quiz or a simple lesson outline.
- (Intermediate) AI-Assisted Lesson Enhancement: Modify an existing lesson plan with AI-generated discussion prompts or activity suggestions.
- Administrators/Managers (Beginner): Use AI to draft a meeting agenda or summarize key points from a report.
- (Intermediate) AI-Assisted Workflow Optimization: Implement AI tools to streamline task delegation or automate routine email responses.
- **Corporate/Small Business Employees (Beginner):** Use AI to generate a social media caption and image suggestion for a promotional post.
- (Intermediate) AI-Powered Customer Engagement: Create an AI-assisted FAQ response template to streamline customer inquiries.
- **Knowledge Check**: At least 80% of participants will achieve a score of 85% or higher on a final knowledge check covering AI functionalities, best usage practices, and ethical adoption.
- Action Plan Submission: 100% of participants will submit a 1–3-month Al adoption strategy, outlining specific ways they will integrate Al into their daily workflows.

Accessibility of Instruction

In-Person Training

- **Physical Access**: Training is conducted at a venue that ensures ADA-compliant access.
- **Engagement and Interaction**: Facilitators utilize wide-screen projection and interactive whiteboards for real-time brainstorming, collaborative activities, and hands-on practice.

- Personalized Assistance: Trainers provide immediate, hands-on support.
- Learning Materials: Participants receive printed handouts, AI cheat sheets, and training workbooks that complement live demonstrations.
- **Tech Setup**: The venue is equipped with high-speed internet, demo computers, and Alassisted kiosks, ensuring attendees can engage with the tools directly.

Virtual Training

- **Remote Access**: Training is delivered via Zoom, Microsoft Teams, or another webinar platform, making it accessible to participants regardless of location.
- **Digital Learning Resources**: Participants receive downloadable slide decks, transcripts, interactive PDFs, and video recordings for future reference.
- Screen-Reader and Accessibility Features: All digital materials are screen-reader friendly and available in large print formats or text-to-speech compatibility.
- Interactive Elements: Training includes live chat, breakout rooms and real-time polling.
- **Post-Session Access**: Participants can revisit materials, complete self-paced exercises, and engage in follow-up Q&A sessions asynchronously.
- **Tech Support and Troubleshooting**: A dedicated support team ensures smooth onboarding, resolves tech issues, and offers pre-session equipment checks.

III. Instruction Audience and Context

Instruction Audience

- **K–12 Teachers**: Typically, have demanding schedules and moderate to minimal AI experience. They seek practical, time-saving applications, such as AI-assisted lesson planning, grading automation, and adaptive learning tools. Training should focus on immediate classroom integration and ethical considerations for student use.
- Managers and Administrators: Typically have strategic oversight responsibilities and need AI solutions for workforce productivity, decision-making, and operational efficiency. They are looking for ways to streamline internal communication, automate reporting, and enhance training programs. Training should cover AI-driven project management, automated analytics, and compliance considerations to align AI adoption with organizational goals.
- **Small Business Owners**: Often time- and resource-constrained, they need immediate, measurable ROI from AI adoption. Their primary focus is efficiency, cost reduction, and marketing automation. Training should highlight AI-driven content creation, customer engagement strategies, and workflow optimization tools that require minimal technical expertise.

Instruction Context

Format: One-day, interactive workshop featuring live demos, hands-on labs, and group reflection. Available in-person or virtually via Zoom/webinar for remote participants.

Schedule: Typically, 8 hours, including small breaks and a lunch break. Virtual sessions may be adjusted for shorter, focused modules with built-in Q&A sessions.

Location (In-Person): A dedicated training room with reliable internet, computers, or participants' own laptops/tablets.

Location (Virtual): Hosted on a secure video conferencing platform with interactive tools, such as breakout rooms, shared whiteboards, and live polling.

Accessibility:

In-Person: Venue with ADA-compliant access, elevator availability, and comfortable seating.

Virtual: Screen-reader-friendly resources, large print materials, and text-to-speech options for participants with visual or reading challenges.

Participants will receive digital resources, including slides, cheat sheets, transcripts, and recordings for reference after the session.

IV. Evaluation of the Instruction

Evaluation Purpose, Need, and Benefit

- Purpose:
 - Determining if the AI Tools Academy effectively accomplishes its goal of conveying practical AI skills for teachers and employees to use on the job.
 - Teachers and employees need JBMB to prove that AI Tools Academy is a productive use of time and resources in their busy schedules.
 - JBMB will assess whether there are any gaps in Full Send Consulting's process for conducting the AI Tools Academy and determine to effectively address these gaps.
- Need:
 - An evaluation ensures the training aligns with current AI capabilities and participants' daily responsibilities, providing tangible evidence that it enhances workflows and meets real-world needs.
 - A thorough evaluation demonstrates measurable outcomes, including improved lesson planning, efficiency gains, and positive ROI, to ensure sponsors of their investment's value and provide decision-makers with insights to refine content and resources.
- Benefit:
 - JBMB Consulting's evaluation of the Full Send AI Tools Academy will identify areas for improvement such as pacing, illustrative examples, and accessibility to help future workshops deliver more effective and inclusive training that is aligned with participants' needs.

 JBMB Consulting's evaluation of the AI Tools Academy provides schools and businesses with clear ROI evidence, ensuring they can make informed decisions on adopting or continuing to invest in AI training programs.

Evaluation Goals and Subgoals

- 1. Measure Knowledge Gains & Confidence (Levels 1 & 2)
 - a. Prepare participants with Pre-Workshop Orientation
 - b. Assess formatively throughout the course through diagnostic check-in interviews.
 - c. Post-training surveys will gauge participants' satisfaction with the course.
 - d. Participants will role-play scenarios that show how AI may be used in their dayto-day work life.
 - e. Work with stakeholders to establish measurable, objective long-term goals that the training can effectively address.

2. Assess Real-World Adoption (Level 3)

- a. Interviews with participants after the training will help determine how the training has been adopted.
- b. Assessment of portfolios developed by participants using their real-world adoption of training.

3. Correlate Program with Organizational Results (Level 4)

a. Data collected by the AI Tools Academy will be presented to stakeholders to demonstrate how the learning program has positively affected their company's or school's progress towards both short-term and long-term goals.

4. Identify Improvement Areas

- a. Utilize participant feedback to generate new areas of improvement for the training.
- b. Work with stakeholders to establish if the training is adequately translating to improved performance in desired domains.

Evaluation Rationale

The Kirkpatrick model is a great fit for our approach to evaluation. The Kirkpatrick model concisely breaks down each evaluation step into realizable data-collect modes, which is critical for a training program meant to be completed in a short amount of time. Level 1, Reaction, ensures that the training is as engaging as possible. With only one day for the training, engagement is critical in order to cover the material efficiently. The one-day model requires that Level 2, Learning, is assessed thoroughly at the end of the course. Levels 3 and 4, Behavior and Results respectively, provide stakeholders assurance that the training was effective and translates to meaningful and concrete improvements to their overall goals of Al adoption and productivity.

V. Evaluation of Success of the Instruction

Success Criteria

1. Participant Action Plan of Implementation

- a. During the AI Tools Academy itself, participants will develop an Action Plan in which they can use AI in their work life. For classroom teachers, for example, this can be streamlining lesson plans, crafting draft emails for parents/guardians, or generating rubrics for projects.
- b. Criterion: All participants are able to provide at least 3 realistic methods of implementing the training into their work lives.

2. Observations & Interviews

- a. Observations by stakeholders or by training personnel will assess the implementation of the training. Observations can be of classroom lessons where Al is utilized, a review of lesson plans or reports that were made using appropriate Al principles.
- b. Criterion: As determined by the stakeholders and training personnel prior to the observation. Many education settings, for example, utilize the Danielson Framework for assessing teachers. Therefore, results from the training will be measured against Danielson Framework standards, for example.
- 3. Post-Implementation Surveys (4–6 Weeks Post Training)
 - a. Training personnel will conduct surveys with training participants as a follow-up to the AI Tools Academy.
 - b. Criterion: 70% or more participants regularly use AI in their day-to-day work life.

VI. Stakeholders

Producers of long-term goal for business or school:

- CEO/Owner or School Admin
- Training Manager, Evaluation Team

Responsible for overseeing appropriate implementation of AI Tools Academy:

- Training Personnel
- SME, Training Developers.
- IT, Technology Support Staff

Reaction and Learning Data Sources

• Participants in AI Tools Academy

Other Miscellaneous End-Users Affected by Course Outcomes

• (Where applicable) Teachers, Educational Assistants, Students, Employees, Customers, or Parents/Guardians

Level	Key Stakeholders
1 (Reaction)	Participants in AI Tools Academy, Teachers, Educational Assistants, Students, Employees, Customers, or Parents/Guardians
2 (Learning)	Participants in AI Tools Academy, Teachers, Educational Assistants, Students, Employees, Customers, or Parents/Guardians, SME, Training Developers, Training Personnel
3 (Behavior)	CEO/Owner or School Admin, Training Manager, Evaluation Team
4 (Results)	Training Manager, Evaluation Team, CEO/Owner or School Admin

VII. Evaluation Context and Scope

Proposed Context:

The AI Tools Academy is a one-day long professional development training that delves deeply into the implementation of AI tools in a variety of workplaces. This training is available for both educational and corporate participants, as the tools covered in the course can extend beyond several different disciplines. The AI Tools Academy can be hosted in a variety of settings, such as a centrally located venue or business/school campus.

Level 1: Initial reactions to the training course will be gathered immediately after the training course has finished, in the form of survey submissions. In these surveys, participants will score themselves based on their engagement and satisfaction with the training program. Another source of level 1 data will be collected 4 to 6 weeks after the training program has been completed. Here, participants will rank themselves based on how effectively they have been able to establish AI tools into their day-to-day work lives. This survey will be completed via an email to participants.

Level 2: Level 2 evaluation will be conducted at multiple points throughout the AI Tools Academy training day to assess participants' knowledge acquisition and skill development. Formative assessments, such as real-time questionnaire responses and interactive polling, will gauge understanding and identify areas that may require additional clarification.

To deepen engagement and ensure applicability, participants will role-play real-world scenarios, collaborating in small groups to explore how AI tools can enhance their specific workflows.

Additionally, they will participate in guided discussions and problem-solving exercises, allowing them to apply AI concepts in a structured, hands-on environment.

The training will be bookended by an Entrance Ticket and Exit Ticket, where participants will document their baseline knowledge before training and then reflect on key takeaways afterward. These tickets will help measure knowledge retention, confidence levels, and perceived usefulness of the tools in their daily tasks. Insights from these activities will inform training personnel about participant learning progress and guide potential refinements for future sessions.

Level 3: These desired behavior goals will be measured at consistent intervals over the course of three months following the training program using multiple evaluation methods. JBMB will conduct one-on-one interviews between participants and Level 3 & 4 stakeholders, including the Training Evaluation Team and the SME, to assess real-world application and challenges. Additionally, participants will complete an action plan outlining specific ways they will integrate AI tools into their workflows, with follow-ups to track progress and adherence.

To provide quantitative data, a dashboard will monitor AI tool engagement metrics, including account logins, prompt usage, feature interactions, and task completion rates. This will help determine if participants are actively using the tools and whether their usage aligns with expected behavior changes. Work review checklists will also be implemented for supervisors to assess how well AI-generated content is incorporated into lesson planning, business workflows, or customer interactions.

Lastly, JBMB will facilitate peer review sessions and communities of practice, where participants can share successes, troubleshoot obstacles, and reinforce new behaviors. By integrating these methods, the evaluation will provide a comprehensive view of whether the training effectively drives behavioral change and improves AI adoption.

Level 4: The training manager, training evaluation team, and Level 3 & 4 stakeholders will oversee the evaluation process, ensuring it aligns with the long-term goals established during the program's initial development. These goals are directly tied to the stakeholders' investment in AI training, such as increasing workplace adoption, improving efficiency, and demonstrating measurable skill application among participants.

To ensure accountability and continuous improvement, JBMB will facilitate a follow-up meeting after the second workshop to review quantitative and qualitative data from Level 3 monitoring. This meeting will assess whether stakeholder objectives are being met, including tracking key performance indicators such as AI adoption rates, successful task automation, and employee confidence in using AI tools.

Additionally, long-term metrics such as the frequency and depth of AI usage in daily workflows, will be monitored to provide concrete evidence of the training's sustained impact on productivity and innovation. This approach ensures that stakeholders receive actionable insights to optimize future training investments and fine-tune AI integration strategies.

Accessibility Considerations: Surveys will be accessible in large print. Audio options via screen reading programs will also be made available. Phone calls and paper communication can be used in place of email. The course can also be attended virtually for those with mobility or social concerns.

Draft Timeline (High-Level)	Draft	Timeline	(High-Level)
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Phase	Timeline	Activities
Phase 1: Planning	Weeks 0–1	Confirm goals, finalize instruments (pre-survey, quiz).
Phase 2: Delivery (Workshop)	Day 1 (live)	Conduct workshop modules; gather immediate Reaction (Level 1) & Learning (Level 2).
Phase 3: Short-Term Follow-Up	Week 4–6	Interviews with Stakeholders, 1 on 1 interviews with training participants, AI usage logs, Survey for participants to complete where they detail at least 3 ways they have used AI in their work life since taking the course.
Phase 4: Long-Term Metrics	Month 3–6	Report data to stakeholders to measure success of the training program. (Level 4).
Phase 5: Final Analysis & Report	Month 6+	Consolidate all data, produce final ROI visuals and recommendations.

(See Appendix A-C)

VIII. Measurement Instruments and Data Collection

	Instr	ument	Design	Rationale	Administration Procedures	Data Collection
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Level 1	~8 items (7-point	- Gathers	- End of	- Responses
(Reaction) Survey	Likert scale) Satisfaction & Relevance: "How relevant was the workshop?" Pacing: "How satisfied were you with the pacing?" Confidence: "Do you feel you can continue making progress?" Teaching Others: "How comfortable do you feel explaining these Al concepts to peers? Open-Ended: "What concerns do you foresee when applying Al in your role?" 'N/A' provided for items not applicable to some roles (e.g., "teaching others").	immediate participant impressions on relevance, pacing, confidence, and readiness to share knowledge. - Separating "progress" from "teaching others" yields clearer data on personal confidence vs. trainer behavior.	 Workshop: Link to a web form or paper copy for in-person attendees. Accessibility: large text, color contrast, screen-reader- friendly layout. Collect/aggregate results with an online survey tool. 	automatically aggregated by the web form (e.g., Google Forms). - JBMB exports raw data to Excel for quick means, frequency counts, and open-ended text analysis.

Level 2 (Learning) Quiz	 5 multiple- choice questions focusing on: Al ethics (bias, data privacy). Tool functionalities (e.g., ChatGPT prompt basics, Copilot features). Prompt- engineering logic to gauge conceptual understanding. Answer Key in Appendix B. 	multiple- pice questions using on: Al ics (bias, data /acy) Ensures participants grasp the theoretical elements of Al usage (terminology, best practices).ol ol octionalities g., ChatGPT mpt basics, poilot features) Unick snapshot of knowledge retention.ompt- gineering logic gauge nceptual derstanding Unick snapshot of knowledge retention.		 Scores stored in a shared spreadsheet; JBMB compiles pass/fail stats. "Success Threshold" e.g., 80% participants scoring ≥85%. 		
Level 2 (Scenario Task)	 Role-based tasks to apply AI tools in a realistic context (e.g., designing a short lesson plan for educators, creating an AI- driven marketing campaign for business staff). Rubric (0–5 scale) measuring clarity, correctness, ethical usage, creativity, etc. 	 Assesses practical application of Al knowledge learned during the training. Distinguishes teacher tasks from business tasks, ensuring relevance to each participant day- to-day. 	 Last Hour of workshop in small breakout groups. Each group presents or submits a short product (lesson plan draft, marketing snippet). Trainers or SME rate them using standardized rubric. 	 Trainers enter rubric scores into a central doc for JBMB to analyze. Evaluate success criteria: e.g., 90% of participants earn ≥3/5 rubric points. 		

Rationale for Instrument Design

- Level 1 Survey: Gathering reaction data (satisfaction, pacing, relevance) ensures immediate feedback. The new 7-point scale plus an *"N/A"* accommodates varied roles. Splitting the "confidence in progress" vs. "teaching others" question clarifies data on personal mastery vs. capacity to train peers.
- Level 2 Quiz: Quick knowledge check measures theoretical understanding, ensuring minimal "basic knowledge" gaps remain.
- Level 2 Scenario Task: Realistic tasks confirm participants can *apply* AI tools, bridging from knowledge (quiz) to real usage. Distinguishing teacher vs. business tasks captures the program's broad audience.

Administration & Data Collection Steps

1. Workshop:

- a. **Right After** each module: Provide mini-checks or short discussions for immediate clarifications.
- b. Mid-Session: Launch the quiz (digital or paper).
- c. **Closing Hour**: Conduct scenario tasks; gather final reaction surveys.

2. Collection:

- a. Online forms for survey/quiz reduce manual scoring; scenario rubrics completed by trainers.
- b. Paper accommodations for visually impaired or low-tech participants.

3. Accessibility:

- a. Large-font paper copies, screen-reader versions.
- b. If done online, color-contrast guidelines and simple language are used.

IX. Data Analysis and Reporting Process

9.1 Data Analysis

1. Level 1 (Reaction)

- a. **Quantitative**: Calculate mean and standard deviation for each 7-point Likert item (e.g., relevance, pacing, confidence). Flag questions below an agreed threshold (e.g., <4.0).
- b. **Qualitative**: The open-ended "challenges/concerns" question is coded for recurring themes (e.g., "lack of time," "ethical doubts").
- c. Benchmarks:
 - i. e.g., 80% participants rating "5 or above" for satisfaction/relevance.

2. Level 2 (Learning)

- a. **Quiz**: Compute average score and percentage of participants exceeding the 85% correct threshold.
- b. **Scenario Task**: Average rubric scores for each dimension (0–5 scale). Identify how many participants achieved the success cutoff (≥3/5 points).

c. Benchmarks:

- i. e.g., 80% pass the quiz at 85% or higher.
- ii. 90% scenario success across teacher or business tasks.

9.2 Summarizing the Data

Reaction Data:

- Present aggregated results in a bar chart or table (one axis for question items, one axis for average rating).
- Provide short bullet points capturing top 2–3 concerns from the open-ended feedback (e.g., "More time needed on advanced AI functions").

Learning Data:

- Show quiz pass rate in a simple pie chart (e.g., "Passed" vs. "Below 85% threshold").
- Display scenario task achievements in a bar graph dividing teacher tasks vs. business tasks, highlighting strong or weak areas (prompt clarity, ethical approach).

9.3 Audience & Reporting Format

- To Whom:
 - **Full Send Al Consulting leadership**: high-level summary of overall satisfaction, knowledge gains, scenario performance.
 - **School Administrators / Business Managers**: deeper dive into specific teacher vs. business scenario outcomes, top challenges, recommended next steps.
- Delivery Method:
 - Visual Slide Deck (Canva/PowerPoint) + concise written memo.
 - \circ Optionally, an executive summary (1–2 pages) for quick reading.

9.4 Benchmarks & Rationale

- **80% Reaction**: Ensures the majority found the workshop relevant enough to consider adopting AI.
- **85% Quiz**: Confirms participants have at least baseline conceptual knowledge, minimizing knowledge gaps.
- **90% Scenario Mastery**: Real-world tasks highlight actual competence; this high bar underscores the short but intensive design of the workshop.

9.5 Accessibility of Reporting

- Provide a color-contrast slide deck or PDF with alt-text for charts and large-print text for any participants or stakeholders with visual impairments.
- If needed, record a short video summarizing the results with captions.

9.6 Example Summaries

- Level 1: "Average pacing rating was 5.2 on a 7-point scale, with 83% of participants indicating they found the speed 'just right.' Three participants noted they would prefer additional breaks."
- Level 2: "Of the 40 participants, 85% scored above 85% on the quiz. The teacher scenario task scored an average 4.1/5 for lesson plan clarity, while the business scenario scored 3.9/5 for marketing approach."

These findings would then be correlated with planned follow-ups (Levels 3 & 4) to verify sustained AI use and organizational ROI.

Conclusion

This Evaluation Proposal for the AI Tools Academy outlines a four-level, data-driven approach ensuring that each workshop delivers measurable value to K–12 teachers, college students, and small business owners. By systematically capturing participant reactions, learning gains, on-the-job behavior changes, and organizational results, stakeholders can confidently assess the workshop's ROI and then adjust the content or format as needed to maximize impact. This cycle of continuous improvement helps maintain the relevance and effectiveness of the AI Tools Academy well into the future.

X. References

• Kirkpatrick, D. L., & Kirkpatrick, J. D. (2016). *Kirkpatrick's four levels of training evaluation.* ATD Press

XI. Appendix A

Timeline

Phase	Phase Timing Activities						
Phase 1:	Weeks	 Finalize evaluation instruments (L1 surveys, L2 quiz & scenario rubrics) Confirm benchmarks with admin/business leads Create or refine pre-workshop orientation materials 	JBMB, SME,				
Preparation	0–1		Admin				

Phase 2: Pre- Workshop	Trainers, IT/Support Staff		
Phase 3: Workshop Delivery	Phase 3: Week 3 - Conduct modules (Hands-On Al Demos, Workshop (One- Ethical Al, Workflow Integration) Delivery Day) - Mid-Day Quiz (Level 2 assessment) - End-of-day Scenario Tasks + immediate Reaction Survey (Level 1)		Trainers, Participants
Phase 4:Weeks- Send follow-up online or phone surveys (checkShort-Term4–6Al usage, Level 3 behavior) - Possibly conduct brief interviews focusing on role-specific integration		JBMB, Supervisors, Participants	
Phase 5: Long-TermMonths 3-6- Track KPI changes (lesson planning time, marketing ROI, productivity metrics) for Level 4 - Collect final data from school/business records		JBMB, Admin, Business Owners	
Phase 6: Month - Aggregate all data (Levels 1–4) Final 6+ - Produce ROI visuals, final written report / slide Analysis & - Present findings to stakeholders and propose improvements		JBMB, Admin (Dean/Owners/B oard)	

Appendix B: Gantt Chart

Task / Milestone (in weeks)	1	2	3	4	6	9	Respons
				-	0	0	ible
				6	_	+	
					9		
					0		

 Phase 1: Planning 1. Confirm training goals, finalize L1 & L2 evaluation instruments 2. Gather stakeholder input (teachers, business managers) 3. Define benchmarks for reaction (Level 1) and learning (Level 2) 	~						JBMB, SME, Admin
 Phase 2: Pre-Workshop 4. Develop & distribute orientation/pre-session materials (Al how-to docs, short video demos) 5. Prepare final logistics (venue or Zoom setup, printed surveys) 		\checkmark					Trainers, IT/Suppo rt Staff
 Phase 3: Workshop Delivery 6. Conduct modules & gather real-time Reaction data (Level 1) 7. Administer mid-session Quiz (Level 2) 8. Execute scenario-based tasks at end of day (Level 2) 9. Collect immediate post-session feedback & surveys 			\rightarrow				Trainers, Participa nts
 Phase 4: Short-Term Follow-Up 10. Send out 4–6-week follow-up surveys/interviews (Level 3 Behavior) 11. Compile usage logs, short questionnaires 12. Conduct phone/online interviews with participants 				~			JBMB, Supervis ors, Participa nts
Phase 5: Long-Term Metrics 13. Gather organizational KPI data (lesson planning speed, marketing ROI, etc.) for Level 4 14. Compare results to pre-defined benchmarks (e.g., 15% improvement)					\checkmark		JBMB, Admin, Business Owners
 Phase 6: Final Analysis & Reporting 15. Aggregate data (Levels 1–4), create charts/ROI visuals 16. Draft final written report or slide deck 17. Present recommendations to stakeholders 						~	JBMB, Admin (Dean/O wners/Bo ard)

Appendix C: Measurement Instrument

Level 1 – Reaction Survey

Instrument: Post-Workshop Reaction Survey (AI Tools Academy)

Format: Online form (Google Forms) or paper form (for in-person).

Instructions: Please rate each item on a 7-point scale (1 = *Strongly Disagree / Least Satisfied*, 7 = *Strongly Agree / Most Satisfied*). For items not applicable to your role, select "N/A."

1. Relevance

- a. "The workshop content was highly relevant to my daily tasks (teaching, business operations, or administrative work)."
- b. Response Options (7-pt Likert + N/A)

2. Pacing

- a. "The speed and pacing of the training sessions were appropriate to help me absorb the material."
- b. Response Options (7-pt Likert)

3. Confidence in Personal Progress

- a. "I feel confident I can continue to practice and gradually master the AI concepts introduced."
- b. Response Options (7-pt Likert)

4. Readiness to Apply

- a. "I learned enough to apply at least one AI tool to my tasks this week."
- b. Response Options (7-pt Likert)
- 5. Sharing with Others (if applicable)
 - a. "I feel comfortable explaining these AI concepts or tools to colleagues who did not attend."
 - b. Response Options (7-pt Likert + N/A)

6. Pre-Workshop Materials

- a. "The orientation/pre-session materials (e.g., handouts, tutorial video) were useful in preparing me for the workshop."
- b. Response Options (7-pt Likert + optional comment box)

7. Open-Ended

- a. "What challenges or concerns do you foresee when implementing AI in your role?"
- b. Text Field

Level 2 – Learning Assessments

1. Multiple-Choice Quiz (5 items)

Format: Digital (Google Forms) or paper (printouts). **When**: Mid-workshop (after the core content on AI ethics, usage, and fundamentals). **Passing Criterion**: 80% participants scoring ≥85% correct.

Quiz Items (Example)

- 1. Which of the following statements best reflects "Al bias"?
 - A. AI eliminates all human subjectivity.
 - B. AI can mirror unfair patterns in its training data, leading to unequal outcomes.
 - C. AI bias only happens with huge datasets.
 - D. AI bias is irrelevant if no personal data is used.
- 2. In prompt engineering for ChatGPT or Gemini, which practice is most effective? A. Using vague requests and letting AI guess user needs.
 - B. Providing specific context and desired output format.
 - C. Repeating the same query multiple times hoping for better results.
 - D. Avoiding mention of the task's purpose.
- 3. Which of these best describes a "responsible AI usage" approach for small businesses?
 - A. Automating emails without any human review.
 - B. Conducting data privacy checks and ethical oversight before deploying AI solutions.
 - C. Deploying AI chatbots randomly on all platforms.
 - D. Minimizing staff involvement after installing AI software.
- 4. Teachers integrating AI for lesson planning should primarily focus on...
 - A. Replacing all teacher-led tasks with Al-driven instruction.
 - B. Generating lessons and tests with no final teacher review.

C. Using AI tools to spark ideas and speed up planning, while maintaining teacher oversight.

D. Strictly using AI for grading only.

- 5. A key factor in ensuring AI adoption success is...
 - A. Releasing the AI solution and hoping staff figure it out.
 - B. Regular check-ins, staff training, and building a feedback loop for improvements.
 - C. Immediately remove all manual processes.
 - D. Giving advanced staff total control without engaging novices.

Answer Key

- 1. B
- 2. B
- 3. B
- 4. C
- 5. B

Scoring: 1 point per correct answer. A score of 4/5 = 80% or 5/5 = 100%. **Accessibility**: Large-font printouts; color-contrast digital form.

2. Scenario-Based Performance Task

Format: Small-group or individual tasks, depending on the audience segment (teachers vs. business staff).

When: Final hour of workshop, after the quiz.

Rubric: 0–5 scale across key dimensions: clarity, correctness, ethical usage, problem-solving, creativity.

- **Teacher Scenario**: Design a short lesson plan using ChatGPT or Gemini. Ensure the plan includes at least one interactive activity and highlights how you'd address potential AI biases.
- **Business Scenario**: "Create a short marketing campaign outline using Copilot or ChatGPT. Show how you'd gather customer data responsibly and integrate ethical disclaimers if necessary.

Scoring Criteria (0–5 scale each dimension):

- 1. Clarity & Organization (Is the lesson/campaign structure coherent?)
- 2. Al Usage & Prompt Engineering (Did the participant effectively prompt the tool for the best output?)
- 3. Ethical Considerations (Data privacy, inclusivity, disclaimers)
- 4. Relevance (Is the lesson or campaign genuinely applicable to their real-world tasks?)
- 5. **Overall Quality** (Creativity, problem-solving, final product polish)

Passing Criterion: 90% of participants achieve \geq 3/5 in each dimension