BY ORDER OF THE COMMANDER AIR EDUCATION AND TRAINING COMMAND

AETC INSTRUCTION 36-2201

17 SEPTEMBER 2002

Personnel

TRAINING EVALUATION

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★This instruction implements AFPD 36-22, *Military Training*. It establishes procedures and responsibilities for assessing the quality of basic military training (BMT) and technical training. It applies to the InterAmerican Air Force Academy (IAAFA) and training groups aligned under the Second Air Force (2 AF) involved in managing, developing, and conducting BMT and technical training within AETC. Training group commanders are responsible for implementing this instruction at AETC wings. This instruction may be supplemented to establish specific implementing procedures. Send copies of proposed supplements to the Technical Training Standards and Policy Branch (HQ AETC/DOOV), 1 F Street, Suite 2, Randolph AFB TX 78150-4325, for review and approval prior to publication with an information copy to 2 AF/DOV, 721 Hangar Road, Keesler AFB MS 39534-2804. Submit recommended changes to this instruction using AF Form 847, **Recommendation for Change of Publication,** to HQ AETC/DOOV. Requests for waivers to any requirement stated in this instruction will be submitted according to guidance in AFI 33-360, Volume 1, *Publications Management Program.* See Attachment 1 for a glossary of references and supporting information used in this publication.

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★*SUMMARY OF REVISIONS*

This revision incorporates interim change (IC) 2002-1 which adds the requirement for training groups to prepare and forward a quarterly report on Type 6 student feedback using a standardized format (paragraphs 4.2.3, 10.4.15, and Attachment 13); adds AETC training pipeline manager (TPM) to parts of the coordination and distribution process in the training evaluation program (paragraphs 5.4.2, 5.6.1.2, 5.6.2, 5.6.6.2, and 10.4.8.2); updates ETCA web site address (paragraph 5.5); incorporates wording to account for web-based and paper-based survey administration (paragraphs 5.5.1, 5.6.5, 5.6.5.1, and 5.6.5.2); prescribes standard 45 calendar day suspense to reply to GASs (except for ANG and AFRC)

and standardizes followup timeframe on a 45 calendar day cycle (paragraphs 5.5.1 and 5.5.2); adds the requirement to conduct a field evaluation two to three classes following validation when an initial skill or mandatory 7-skill level (craftsman) course is brought on line for the first time or significantly revised (paragraph 5.6.1); clarifies types of 7-skill level courses as mandatory (paragraphs 5.6.1 and 10.4.10); adds requirement to forward copies of approved extensions to the minimum 2-year timeframe for field evaluations to the AFCFM, AETC TPM, and 2 AF/DOV (paragraph 5.6.1.2); adds requirement to request inputs from the AFCFM through the AETC TPM and course personnel when developing field evaluation questionnaire and specifies coordination at the U&TW may fulfill this requirement (paragraph 5.6.2); specifies as a minimum to include questions on the FEQ concerning the ability of graduates to perform those tasks deemed critical to the career field (paragraph 5.6.2); expands student sampling to include ANG, AFRC, and sister services, if applicable (paragraph 5.6.4); elaborates on types of actions that can be taken when determining causes of items failing to meet adequacy standards and possible corrective actions (paragraph 5.6.6.2); updates format for GAS Executive Summary (Attachment 6); clarifies emphasis in FEQ development (Attachment 7); changes title of Type 6 student feedback survey and wording of items 4 and 7 (Attachment 12); and updates office symbols, responsibilities, references, and abbreviations. See the last attachment of the publication (IC 2002-1) for the complete IC. A ★ indicates revision from the previous edition.

1. Glossary of References and Supporting Information. Attachment 1 lists references, abbreviations, and acronyms used in this instruction.

2. Purpose of Training Evaluation. Training evaluation provides the basis for determining the quality of training. Evaluations are conducted as a part of the Instructional System Development process to examine the effectiveness and efficiency of the training program. Refer to AFI 36-2201, *Air Force Training Program* (Volumes 1 through 6), AFMAN 36-2234, *Instructional System Development,* and AFH 36-2235, Volume 9, *Information for Designers of Instructional Systems: Application to Technical Training,* for additional guidance.

3. Training Evaluation Program (TEP). Each training group will establish a TEP to provide a medium for collecting relevant course data that can be used to identify training improvement opportunities. The TEP will include, as a minimum, internal feedback (paragraph 4), external feedback (paragraph 5), and a standardization/evaluation (stan/eval) program (paragraph 6). The TEP will identify and track metrics (paragraph 7) which show the quality of training support provided and effectiveness of training methodology.

4. Internal Feedback. Internal feedback is a self-evaluation to determine if training accomplishes the instructional objectives effectively. It helps commanders, supervisors, and instructors improve course and unit support; identifies outstanding instructors, facilities, and equipment; and allows students to attain a sense of participation and responsibility for improving training programs.

★4.1. Each training group will establish an internal feedback program. The program should include such areas as student feedback, measurement review, attrition and washback trend analysis, student counseling, and instructional review. AETCI 36-2203, *Technical and Basic Military Training Development*, contains minimum requirements for measurement and instructional review. AETCI 36-2215, *Training Administration*, contains minimum requirements for attrition and washback trend analysis and student counseling.

4.2. Student Feedback. Each training group will establish a student feedback program. At a minimum,

each training squadron and faculty development flight (or equivalent unit) will participate in the program. The program is intended to obtain constructive comments on training, training environment, and base support. AETC Form 736, **Student Feedback,** and end-of-course surveys may be used to obtain student feedback. In addition, to standardize the collection of end-of-course student feedback for Type 6 Job Site Training (JST) courses, training groups will use the sample survey at Attachment 12. For Type 6 JST courses, training groups may modify the survey at Attachment 12 to meet their individual needs (for example, add questions, use paper or electronic format). However, to standardize data collection, the survey used must contain (as a minimum) the same questions with the supporting rating scale in Attachment 12.

4.2.1. Student feedback monitors will be appointed, in writing, by commanders to manage the program. Training groups will establish procedures for maintaining, tracking, and followup of student feedback to ensure responses are timely and appropriate. ***NOTE:*** Each training group serviced by a HQ AFRC/DPT liaison office must also include procedures for forwarding student feedback received pertaining to their liaison offices. As a minimum, when AETC Forms 736 are submitted by students attending AETC technical training courses regarding quality of service received by HQ AFRC/DPT liaison offices, the training group will forward the forms to HQ AFRC/DPT for review and necessary action. The forms can be mailed to HQ AFRC/DPT, 155 2d Street, Robins AFB, GA 31098-1635, or faxed to DSN 497-0370.

4.2.2. Each course will include a briefing on the student feedback program as part of the orientation unit and allow time prior to graduation, for students to participate in a course critique, as required in AETCI 36-2203. Encourage all students to submit feedback on any aspect of training at any time to identify opportunities for training or support improvement. Feedback monitors will ensure replies to students/classes are provided when requested. When possible, use end-of-course feedback to summarize recommendations from graduating students.

★4.2.3. Training groups will prepare a quarterly report on Type 6 student feedback, using the report format at Attachment 13. Report is due to HQ AETC/DOO and DOZA and 2 AF/DO not later than 45 days following the quarter (for example, 15 May for the January – March quarter). Reports must include data collected on the 25 mandatory questions and on any additional questions the group may have added to the feedback survey. Report data by course and include, as a minimum, the number of graduates in the reporting period, the number of graduates responding, the number of questions with an overall rating of less than 90 percent, a summary of findings with corrective actions taken or planned, and an attachment with the percentage of graduates who responded to each possible response to the questions. ***EXCEPTION:*** Questions 11 through 15 are exempt from the 90 percent rule because AETC schoolhouses have no direct control over these items for units outside of AETC. However, data, comments, and any applicable corrective actions must be annotated. ***NOTE:*** This report is exempt from reports control symbol (RCS) requirements according to AFI 33-324, *The Information Collections and Reports Management Program; Controlling Internal, Public, and Interagency Air Force Information Collections,* paragraph 2.11.12.

★5. External Feedback. External feedback provides an indication of the graduate's ability to perform tasks required in the career field. In addition, external feedback may indicate the need to revise training standards or courses to improve training quality, add technology, and/or identify skills and knowledge where training might be reduced or increased. All training standard changes are made according to AFI 36-2201 and AETCI 36-2203.

5.1. Feedback Procedures. Each training group will establish an external feedback program. Areas

such as occupational survey reports (OSR), subject matter expert (SME) feedback, field interviews (FI), customer service information process (CSIP), graduate assessment surveys (GAS), field evaluation questionnaires (FEQ), and field evaluation questionnaire summaries (FEQS) should be used as appropriate. ***NOTE:*** Due to unique mission requirements, IAAFA and BMT are waived from using OSRs, CSIP, GASs, FEQs, and FEQSs. Instead, IAAFA and BMT will establish procedures for an external evaluation program in a supplement to this instruction. The BMT program will include the APS.

5.2. Occupational Survey Reports (OSR). AETCI 36-2601, *Occupational Analysis Program,* contains policy on OSRs. Review OSRs to compare the current career field education and training plan (CFETP) or course training standard (CTS) with feedback from the field. Feedback from SMEs who attend utilization and training workshops (U&TW) and conduct the specialty knowledge test/career development course (SKT/CDC) compatibility critique helps ensure course content is current.

5.3. Field Interview (FI). FIs provide data on both currency and effectiveness of courses. When possible, use a structured telephone interview or video teleconference instead of an actual onsite visit to reduce use of temporary duty (TDY) dollars. When planning onsite visits, evaluators should contact the base education and training manager at each selected installation to coordinate plans for the field interviews. Interviews should not conflict with planned inspections and exercises at onsite locations. Evaluators should interview course training personnel in the career fields being evaluated prior to conducting FIs to gain an understanding of any existing or unique career field peculiarities. Samples of FI guides (for supervisors and graduates) are at Attachment 2. Any specific request for information or clarification contained on a FI response that cannot be immediately answered by the interviewer will be processed the same as a CSIP inquiry or if necessary, within 5 workdays after return from TDY.

5.3.1. Third party interviews, such as those by education and training managers, course personnel, or interviews conducted by any other technologically advanced means of direct communication may also be used. A copy of the FI guides should be available for use in third party interviews and feedback obtained should be sent to the training group evaluation office. The same procedures for answering requests for information or clarification as listed in paragraph 5.3 will be used.

5.3.2. Training groups will establish procedures to route FI feedback to appropriate offices and implement followup procedures to ensure concerns or problems identified are tracked and corrected.

5.4. Customer Service Information Process (CSIP). The CSIP consists of the customer service information line (CSIL) and any other written method by which the field communicates to a training group to ask questions or express concerns or problems with training received. Groups will establish a tracking mechanism to monitor use and followup action of CSIP inquiries and implement procedures to ensure problems identified are tracked and corrected. As a minimum, the tracking mechanism should include date of inquiry, how the inquiry was received, and satisfaction results. Track the field's concern using a locally developed template similar to Attachment 3.

5.4.1. The CSIL is a telephone system by which any field user can communicate directly with the appropriate training group concerning training issues. Each training group will establish a dedicated phone line for such purposes and will acquire and install an answering machine for nonduty hour service of the line. Groups will contact the caller to obtain all relevant information necessary to effectively answer the caller's inquiry.

★5.4.2. Answers to inquiries will be provided as soon as possible, but not later than 5 workdays after contact with the caller or receipt of written inquiry. Each group will establish routing procedures to ensure the person most qualified to answer the inquiry prepares the reply. If a phone answer is appropriate, the person preparing the answer will call the requestor with the reply. Answers to significant training issues (such as changing course content, proficiency level, or length of a training program) or problems will be in writing. The group evaluation office will review the written replies and keep copies of these replies. Copies will also be sent to the appropriate Air Force career field manager (AFCFM), MAJCOM AFS functional manager, AETC training pipeline manager (TPM), and 2 AF/DOV.

5.4.3. To enhance customer satisfaction, send a customer satisfaction survey to the originators of inquiries to significant training issues. (A sample is at Attachment 4.)

★5.5. Graduate Assessment Survey (GAS). The GAS will be used to gather customer feedback on Air Force graduates (to include Air Force Reserve Command [AFRC] and Air National Guard [ANG]) of initial skill Type 3, 4, and 5 courses. ***NOTE:*** Look for AETC resident, field training, and other US government agency technical training courses in the education and training course announcements (ETCA) at ETCA.RANDOLPH.AF.MIL.

★5.5.1. Training groups will send notification to complete a GAS to the gaining base's education and training manager for distribution to a graduate's supervisor or trainer or directly to the graduate's supervisor (whatever route is most efficient) approximately 90 calendar days after the graduation month. (A paper GAS may be sent to bases without Internet capability.) For courses that are experiencing extenuating circumstances affecting collecting usable graduate data (for example, unique assignments delaying graduates from performing on the job or a backlog of obtaining security clearances), the timeframe may be extended up to 120 calendar days after the graduation month. Document the reasons for extending the 90-day timeframe and send copies of the documentation to HQ AETC/DOOV and 2 AF/DOV. As a minimum, send a sampling of surveys as outlined in Table 1. When applicable, use a representative sample of students from each MAJCOM. The enlisted and officer GASs will contain the core questions as reflected in each of the samples at Attachment 5. The notification will include a request to reply within 45 calendar days. ***NOTE:*** Due to unique requirements, the ANG and AF Reserve will be allowed 90 days to complete the GAS for their personnel.

Table 1. Graduate Sampling. (Notes 1 and 2)

ITEM	A	B			C	D		
	Course Graduates During Sample Period	Sample Size Confidence Level			Course Graduates During Sample Period	Sample Size Confidence Level		
		95%	90%	80%		95%	90%	80%
1	10	10	10	9	700	255	195	133
2	20	19	19	18	750	261	199	134
3	39	28	27	25	800	267	202	136
4	40	36	35	32	850	272	205	137
5	50	44	42	38	900	277	208	139
6	60	52	49	44	1,000	286	213	141
7	70	60	56	49	1,100	293	217	143
8	80	67	62	54	1,200	300	221	144
9	90	73	68	58	1,300	306	224	146
10	100	80	73	62	1,400	311	227	147
11	101	81	74	63	1,500	316	229	148
12	110	86	78	66	1,600	320	231	149
13	120	92	83	69	1,700	324	233	149
14	130	98	88	72	1,800	327	235	150
15	140	104	92	75	1,900	330	237	151
16	150	109	97	78	2,000	333	238	151
17	160	114	101	81	2,200	338	241	152
18	170	119	104	83	2,400	343	243	153
19	180	124	108	86	2,600	347	245	154
20	181	125	109	87	2,800	350	247	155
21	190	129	112	88	3,000	353	248	155
22	200	133	115	90	3,500	358	251	157
23	250	154	130	99	4,000	364	253	157
24	300	171	142	106	5,000	370	257	159
25	350	187	153	112	7,000	378	261	160
26	400	200	161	116	10,000	383	263	161
27	450	212	169	120	15,000	390	265	162
28	500	222	176	123	25,000	394	268	163
29	550	232	181	126	50,000	397	269	163
30	600	240	186	129	100,000	398	270	164
31	650	248	191	131	---	---	---	---

NOTES:

1. Here is an example of how to use this table. If sample course production is 500 and 95 percent is the desired confidence level, then 222 usable questionnaires are required. This figure is 85 percent of the questionnaires to be mailed out. The number of questionnaires to be mailed is computed as follows:

$$\frac{85\%}{100\%} = \frac{222}{X} = \frac{222 \times 100}{85} = 261 \text{ (number of questionnaires to mail)}$$

2. Sample size numbers represent required usable returned questionnaires. For evaluation of courses with 100 or fewer graduates during the sampling period, an 80 percent confidence level is required. For courses with 101 through 180 graduates, a 90 percent confidence level is required. For courses with 181 or more graduates, a 95 percent confidence level is required.

★5.5.2. Training groups will establish followup procedures to maximize the number of surveys returned. Conduct a minimum of two followups on a maximum of a 45 calendar day cycle for all GASs not completed. Data will be retrieved and stored in a format allowing retrieval by course, Air Force specialty code (AFSC), date, and MAJCOM.

5.5.3. Training groups will prepare a quarterly (fiscal year) summary on GASs, using the format at Attachment 6. Send copies (via e-mail if possible) no later than 45 days following the quarter (for example, 15 May for the January – March quarter) to HQ AETC/DOO, 2 AF/DOV, and the appropriate AFCFM. ***NOTE:*** This report is exempt from reports control symbol (RCS) requirements according to AFI 33-324, *The Information Collections and Reports Management Program; Controlling Internal, Public, and Interagency Air Force Information Collections,* paragraph 2.11.12.

5.5.4. Training groups will establish procedures for tracking and followup of GASs to ensure concerns or problems identified are corrected. As a minimum, surveys indicating less than satisfactory ratings on question 1 or 2 require followup. GASs containing comments on question 3 will be forwarded to the appropriate AFCFM. Any specific request for information or clarification on a GAS response will be processed the same as a CSIP inquiry.

5.6. Field Evaluation Questionnaire (FEQ) and Field Evaluation Questionnaire Summary (FEQS). FEQs are designed to solicit feedback from supervisors and/or graduates to determine if graduates were trained as specified in the training standard. FEQSs summarize questionnaire results.

★5.6.1. When scheduling field evaluations, priority will be given to courses where there is a concern about training. Training groups will complete field evaluations on initial skill and mandatory 7-skill level craftsman courses (to include Type 6) a minimum of every 2 years, or within 1 year prior to a forecasted U&TW (if the forecasted U&TW date is published in time to complete an FEQS). Other courses will be evaluated when there is a concern about training. When an initial skill or mandatory 7-skill level course is brought on line for the first time or has undergone a major revision as defined in AETCI 36-2203, start a field evaluation using graduates two to three classes following completion of validation.

★5.6.1.1. The chief of the training evaluation unit is the approval authority for exceptions to the 2-year requirement for a field evaluation. Some reasons for extending the evaluation cycle may include a major revision to the training standard or a lack of sample size for the questionnaire.

★5.6.1.2. Training groups will document any extensions to the 2-year requirement and coordinate with the training manager. Include reasons for the extension, the date the last field evaluation was completed, and a revised evaluation date in the documentation. Forward copies of the documentation of an approved extension to the applicable AFCFM, AETC TPM, and 2 AF/DOV.

★5.6.2. Develop FEQs according to Attachment 7 to simplify completion by the customer. Use AETC Form 1610, **Graduate Evaluation Response,** or another standardized computer analysis program. When questionnaires are being developed, request inputs from the AFCFM through the AETC TPM and course personnel. (Coordination at the U&TW may fulfill this requirement.) As a minimum, ensure you include questions concerning the ability of graduates to perform those tasks deemed critical and/or core to the career field.

5.6.3. Supervisors are the preferred source for evaluating recent graduates of initial skill courses. Survey graduates when a supervisory survey would not provide adequate feedback. When both graduate and supervisor data are gathered, present the data for each separately. In supervisor questionnaires, ask for an overall rating of graduates' job performance. In graduate questionnaires, ask for a rating of overall training provided.

★5.6.4. Use Table 1 to determine the minimum number of questionnaires required. When applicable, use a representative sample of students from each MAJCOM, to include ANG, AFRC, and sister services.

★5.6.5. Use the most direct route to the graduate's supervisor when requesting he or she complete an FEQ. This may mean routing through the base education and training manager. In order to achieve an adequate sample size, use one of the following methods:

★5.6.5.1. Shotgun. Send an FEQ completion request to supervisors of graduates and/or graduates who have been in the field from 3 to 6 months at the same time. When using this method, data should be extractable by length of time. (For example, if mailing in June, send requests to those who graduated between January and March.)

★5.6.5.2. Sequential. Send an FEQ completion request each month to graduates and/or supervisors of graduates who have been in the field for 3 months. Continue to send out mailings until a large enough sample is achieved to represent the career field. (For example, mail surveys in June for March graduates, in July for April graduates, in August for May graduates, etc.)

★5.6.6. Conduct followup actions with the mission support squadron commander or equivalent if needed to reach the minimum confidence level. Attachment 8 provides a sample forwarding memorandum; Attachment 9 provides a sample followup memorandum. Achieving the desired confidence level is critical for evaluation, validity, and support of conclusions and actions in the FEQS.

★5.6.6.1. When the desired confidence level is not attainable, summarize the data using the format at Attachment 10, specifically stating that the confidence level was not obtainable. Analyze the data to identify possible problem areas. If a problem area is identified, do not wait until the confidence level is attained; immediately forward to the responsible training squadron for action. ***NOTE:*** Do not use the criteria in paragraph 5.6.8 for this purpose.

★5.6.6.2. When analyzing data, pay particular attention to those items deemed critical to the career field. If a critical item falls below the minimum adequacy criteria described in paragraph 5.6.8, carefully scrutinize the criteria to determine the cause. Make every effort to work with course personnel, training managers, AETC TPMs, AFCFMs, and other SMEs to determine the cause and the best course of action. Consider conducting a thorough analysis of the method of delivery, sequence of training, test

results, washback rates, etc. Also consider conducting telephone interviews with supervisors of more recent graduates.

★5.6.7. Using the format in Attachment 10 as a guide, report results of the FEQs, your analysis, and summary of corrective actions taken or planned for all items not meeting the training adequacy or utilization criteria described in paragraph 5.6.8. This format may vary to accommodate local needs, but it must be signed by the training group commander. As an attachment to the FEQS, identify the items failing to meet either adequacy or utilization criteria. Consider all applicable feedback data, both internal and external, when preparing the FEQS. Any specific request for information or clarification related to training provided contained on a questionnaire comment sheet will be processed the same as a CSIP inquiry. ***NOTE:*** This report is exempt from reports control symbol (RCS) requirements according to AFI 33-324, paragraph 2.11.12.

5.6.8. When the minimum required confidence level is achieved, training is considered adequate on a training standard item when 90 percent of usable surveys rate the training at or above the required level. Items falling below 50 percent utilization should be reviewed for retention, deletion, or alternate mode of training.

6. Standardization/Evaluation (Stan/Eval) Program. The stan/eval program focuses on the group's success in providing graduates who meet customers' needs. It also focuses on effective use of Air Force resources. The stan/eval program provides an internal resource for commanders to assess the quality of their organizations and take early corrective actions when required.

6.1. Stan/Eval Responsibilities:

6.1.1. Each technical training group and the Basic Military Training (BMT) group will establish a stan/eval program to provide meaningful information to wing and group senior leadership on the group's ability to provide quality graduates in a responsive, cost-effective, and efficient manner.

6.1.2. Training Group stan/eval units will:

★6.1.2.1. Schedule and conduct formal evaluations on a cycle not to exceed 24 months, except as noted in paragraph 6.1.2.2. An inspection by the HQ AETC/IG or 2 AF/DOV may substitute for an evaluation scheduled during that timeframe. Use of ratings is at the discretion of the group commander. If the five-tier rating system is used, define ratings in accordance with AFI 90-201, *Inspector General Activities*.

6.1.2.2. Evaluate military and technical training within assigned activities/functions to include geographically separated units (GSUs). (***NOTE:*** Evaluate squadron GSUs on a 24-month cycle; all other GSUs on a minimum 36-month cycle.)

6.1.2.3. Conduct a followup on a 60 calendar day cycle for those answerable findings in organizations or subordinate units. The first followup is conducted within 60 calendar days of the date of the transmittal letter for the final report. Conduct followup in the most efficient manner. Return site visits should only be used on a must need basis as determined by the group commander. Continue followup until such findings are resolved.

6.1.2.4. Analyze evaluation data and, using the sample format at Attachment 11, provide a trend analysis report annually to 2 AF/DOV no later than 20 January on a high density 3.5 disk, or by e-mail, in the

most current version of Microsoft Word®. (***NOTE:*** This report is exempt from the RCS requirements according to AFI 33-324.)

6.1.2.5. Conduct special evaluations as directed or requested by commanders.

6.1.2.6. Maintain a schedule for evaluating applicable organizations, updated annually. Provide a current copy to 2 AF/DOV each January. When scheduling GSUs, consider schedules of other inspection agencies, staff assistance visits by the parent organization, and past inspection results. Forward schedule changes to 2 AF/DOV within 15 days of the published change.

6.2. Evaluations:

6.2.1. As a minimum, all stan/eval functions will evaluate the following: instructor utilization, proficiency, and training (technical training groups will include degreed faculty progress and faculty folders); trainee administration and scheduling; training development and training management; feedback programs; military training; and resources management.

6.2.2. Conduct evaluations to collect the facts (positive and negative), and validate findings.

6.2.3. Publish a report as required by the group commander.

6.3. Evaluator Training:

6.3.1. Training groups will develop and document an evaluator training program using AF Form 797, **Job Qualification Standards Continuation/Command JQS,** or other computer generated forms. In addition, technical training stan/eval team members will complete appropriate training reflected in AETCI 36-2202, *Faculty Development and Master Instructor Programs.* Additionally, the USAF IG school is encouraged.

6.3.2. Activities electing to use augmenters to support evaluation efforts will establish selection and training procedures which ensure augmentees are qualified to perform assigned duties.

7. Tracking Metrics. Each training group will develop and track metrics to show the effectiveness of its courses. When these metrics show a deficiency, develop and implement corrective actions.

8. Interservice Training. Evaluate interservice courses in accordance with AFJI 36-2230, *Interservice Training,* and applicable interservice agreements. Use caution to ensure AETC does not duplicate existing host-service evaluations that are adequate. The chief of the training evaluation unit may include or exclude other service graduates from surveys except when specifically requested to do so by officials of other services.

9. Use of Training Evaluation Data. Technical training groups will present evaluation data to AFCFMs and at U&TWs and use this data to help develop training requirements. BMT will present evaluation data at the BMT Triennial Review.

10. Responsibilities:

10.1. HQ AETC/DOOV will set policy, review and approve implementing supplements, and help resolve training evaluation questions.

10.2. Second Air Force, Standardization and Evaluation (2 AF/DOV) will:

10.2.1. Monitor training evaluation programs for effectiveness and provides crossfeed of information between wings.

10.2.2. Review feedback to determine potential problem areas in training evaluation.

10.2.3. Provide oversight and assistance for the stan/eval program through a compliance-oriented stan/eval process.

★10.2.3.1. Conduct training standardization and evaluation visits.

10.2.3.2. Prepare annual trend analysis and activities reports utilizing HQ AETC/IG reports and group stan/eval trend analyses and submit to HQ AETC/DOO by 20 February. Distribute copies to all group stan/eval offices.

10.2.3.3. Review, consolidate, and forward group stan/eval formal evaluation and staff assistance schedules to HQ AETC/DOO and IGIOT.

10.2.3.4. Deconflict schedules to ensure units are not overburdened with evaluations.

10.2.4. Send information to higher headquarters on request.

★10.2.5. Route requests for software production support pertaining to training evaluations through HQ AETC/DOOV to the AETC Computer Systems Squadron, Software Services Flight, AIS Life Cycle Support Section (AETC CSS/SCIB). (See paragraph 10.3.)

★10.3. AETC CSS/SCIB will provide data automation support for training evaluation programs, including development and update of training evaluation software and programming documentation.

10.4. Training groups will:

10.4.1. Establish a training evaluation program as required in this instruction to ensure all assigned courses provide quality training in a responsive and efficient manner.

10.4.2. Develop and administer GASs and FEQs.

10.4.3. Manage CSIP program.

10.4.4. Conduct FIs.

10.4.5. Encourage group personnel on TDY to solicit feedback on courses, when possible, and provide feedback to course personnel and evaluation offices.

10.4.6. Provide requested information to HQ AETC/DO, 2 AF/DOV, and MAJCOMs.

10.4.7. Prepare a quarterly (fiscal year) summary on GASs, using the format at Attachment 6. Forward copies (via e-mail if possible) no later than 45 days following each quarter (for example, 15 May for the January – March quarter) to HQ AETC/DOO, 2 AF/DOV, and the appropriate AFCFM. ***NOTE:*** This report is exempt from RCS requirements according to AFI 33-324, paragraph 2.11.12.

10.4.8. Prepare and distribute FEQSs to:

10.4.8.1. The AFCFM.

★10.4.8.2. HQ AETC/DOO (TPM).

10.4.8.3. 2 AF/DOV.

10.4.8.4. Applicable training groups, when prepared on a standardized course. (***NOTE:*** Additional distribution will be determined by the group commander.)

10.4.9. Implement followup procedures to ensure problems identified in GASs, FEQSs, and CSIP inquiries are tracked and corrected. Within 30 days of publication of FEQSs, ensure feedback is provided via letter, phone, or video teleconference to the AFCFM.

★10.4.10. Develop a locally produced handout on the training evaluation program. As a minimum, give the handout to all mandatory 7-skill level and officer course students. ***NOTE*:** This does not apply to BMT.

10.4.11. Conduct other research or evaluation programs for the improvement of graduate or training quality.

10.4.12. Provide requests for software production support pertaining to the training evaluation program to 2 AF/DOV with an information copy to HQ AETC/DOOV.

10.4.13. Annually by 20 January, provide 2 AF/DOV a stan/eval trend analysis report as shown in Attachment 11 on a high density 3.5 disk, or by e-mail, in the most current version of Microsoft Word®. ***(NOTE:*** This report is exempt from the RCS requirements according to AFI 37-124.)

10.4.14. Establish procedures to respond to BMT APSs in a timely manner.

★10.4.15. Prepare a quarterly report on Type 6 student feedback, using the report format at Attachment 13. (See paragraph 4.2.3.)

★10.4.16. Route requests for software production support pertaining to training evaluations through HQ AETC/DOOV to AETC CSS/SCIB. (See paragraph 10.3.)

10.5. BMT will prepare a quarterly (fiscal year) summary (to include corrective actions as required on areas identified for improvement) on APS results and forward copies of the summary to HQ AETC/DOO and 2 AF/DOV no later than 45 days following the quarter (for example, 15 May for the January – March quarter). ***NOTE:*** This report is exempt from RCS requirements according to AFI 33-324, paragraph 2.11.12.

11. Forms Prescribed. AETC Forms 1610, **Graduate Evaluation Response,** and 736**, Student Feedback.**

★THOMAS A. O'RIORDAN, Major General, USAF
Director of Operations

★***15 Attachments***
1. Glossary of References and Supporting Information
2. Sample Field Interview (FI) Guides (for Graduates and Supervisors)
3. Sample Customer Service Information Process (CSIP) Template
4. Sample Customer Satisfaction Survey
5. Sample Graduate Assessment Surveys (Enlisted and Officer)
6. Sample Graduate Assessment Survey Executive Summary
7. Field Evaluation Questionnaire Development
8. Sample Forwarding Memorandum
9. Sample Followup Memorandum
10. Format for Field Evaluation Questionnaire Summary
11. Sample Annual Trend Analysis Report
12. Sample Type 6, Job Site Training Student Feedback Survey
★13. Sample Type 6, Job Site Training Student Feedback Report
14. IC 2000-1
★15. IC 2002-1

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

AFI 33-324, *The Information Collections and Reports Management Program; Controlling Internal, Public, and Interagency Air Force Information Collections*
AFPD 36-22, *Military Training*
AFI 36-2201, *Air Force Training Program* (Volumes 1 through 6)
DELETE "AFCAT 36-2223, *USAF Formal Schools*"
AFMAN 36-2234, *Instructional System Development*
AFH 36-2235, Volume 9, *Information for Designers of Instructional Systems: Application to Technical Training*
DELETE "AFPD 90-2, *Inspector General--The Inspection System*"
AFI 90-201, *Inspector General Activities*
AETCI 36-2203, *Technical and Basic Military Training Development*
AETCI 36-2215, *Training Administration*
AETCI 36-2601, *Occupational Analysis Program*

Abbreviations and Acronyms

AFCFM—Air Force career field manager
AFS—Air Force specialty
AFSC—Air Force specialty code
APS—airman performance survey
CFETP—Career Field Education and Training Plan
CSIL—customer service information line
CSIP—customer service information process
CTS—course training standard
DSN—Defense Switching Network
ETCA—education and training course announcement
FAS—functional address symbol
FEQ—field evaluation questionnaire
FEQS—field evaluation questionnaire summary
FI—field interview
GAS—graduate assessment survey
JST—job site training
MAJCOM—major command
RCS—reports control symbol
SKT—specialty knowledge test
SME—subject matter expert
STS—specialty training standard
stan/eval—standardization/evaluation
TEP—training evaluation program
U&TW—utilization and training workshop

Attachment 2

SAMPLE FIELD INTERVIEW (FI) GUIDES (FOR GRADUATES AND SUPERVISORS)

(DO NOT REPRODUCE)

SAMPLE FIELD INTERVIEW GUIDE FOR SUPERVISORS:

PART A - BACKGROUND DATA

1. COURSE GRADUATE ATTENDED
2. GRADUATE'S GRADE AND NAME (Last, First, MI)
3. DATE
4. NAME OF SUPERVISOR/GRADE/DSN/E-MAIL
5. DUTY AFSC AND TITLE OF SUPERVISOR
6. LENGTH OF TIME SUPERVISING GRADUATE
7. ORGANIZATION
8. BASE
9. MAJCOM

PART B - FINDINGS (FOR SUPERVISOR OF ENLISTED COURSE GRADUATES ONLY)

1. Are you knowledgeable of the training requirements outlined in the training standard?

YES NO

2. Has the graduate performed assigned tasks to the proficiency levels specified for the skill level in the training standard? (If NO, identify applicable tasks below.)

YES NO

3. Has the graduate performed tasks other than those listed in the training standard? (If YES, list tasks below.)

YES NO

4. Does the job performance of the graduate indicate he or she might have received more training than necessary for particular tasks? (If YES, describe below.)

YES NO

5. Has it been necessary to conduct additional training because of apparent deficiencies in the course? (If YES, describe deficiencies below.)

YES NO

6. Is the graduate making satisfactory progress? (If NO, list problems below.)

YES NO

7. Do you have any suggestions that would improve this course? (If YES, explain below.)

YES NO

8. Please rate the graduate's overall job performance, using the following rating scale. (***NOTE:*** Please explain a marginal or unsatisfactory rating.)

OUTSTANDING EXCELLENT SATISFACTORY MARGINAL UNSATISFACTORY

9. Everything considered, are you satisfied with the attitude and motivation of this recent graduate? (If NO, explain below.)

YES NO

PART C - FINDINGS (FOR SUPERVISORS OF SUPPLEMENTAL OR OFFICER COURSE GRADUATES ONLY)

1. Did the graduate experience any significant difficulty in performing his or her duties that you consider the result of inadequate training in the course? (If YES, please explain.)

YES NO

2. Please rate the graduate's overall job performance using the following rating scale. (Please explain a marginal or unsatisfactory rating.)

OUTSTANDING EXCELLENT SATISFACTORY MARGINAL UNSATISFACTORY

3. Do you have any suggestions that would improve this course? (If YES, explain below.)

YES NO

4. Would you recommend this course to others? (Please explain why or why not.)

YES NO

PART D - MISCELLANEOUS DATA (FOR ALL SUPERVISORS)

1. Other comments and recommendations regarding the training.

2. Would you like a return phone call from our evaluation office?

YES NO Your DSN:

NAME OF INTERVIEWER

(DO NOT REPRODUCE)

SAMPLE FIELD INTERVIEW GUIDE FOR GRADUATES:

PART A - BACKGROUND DATA

1. COURSE ATTENDED
2. GRADUATE'S GRADE AND NAME (Last, First, MI) /DSN/E-MAIL
3. DATE
4. DATE GRADUATED FROM COURSE
5. DUTY AFSC
6. DUTY TITLE
7. ORGANIZATION
8. BASE
9. MAJCOM

PART B - FINDINGS

1. Did the course adequately prepare you to perform all of your present duties? (If NO, please explain.)

YES NO

2. Should more training be given in any particular area(s) of the course? (If YES, please explain.)

YES NO

3. Is any part of the training unnecessary? (If YES, please explain.)

YES NO

4. Do you have any specific recommendations for improving the course? (If YES, please explain.)

YES NO

5. Please rate how well you were trained overall to perform your job. (***NOTE:*** Please explain a marginal or unsatisfactory rating.)

OUTSTANDING EXCELLENT SATISFACTORY MARGINAL UNSATISFACTORY

PART C - MISCELLANEOUS DATA

1. Other comments/recommendations regarding training.

2. Would you like a return phone call from our evaluation office?

YES NO Your DSN:

NAME OF INTERVIEWER

Attachment 3

SAMPLE CUSTOMER SERVICE INFORMATION PROCESS (CSIP) TEMPLATE

(DO NOT REPRODUCE)

Control No:

Received By: Date: Time:

Data Received Via: Phone Letter Fax Other

Requester's Name, Grade, and DSN:

Mailing Address

Graduate's Name and Grade:

Graduation Date Course Attended

Course Title: Training Standard Date:

Problem/Concern:

RESPONSE

Answered in Eval by: Date: Time:

Suspense Date: Received By: Date:

Who Responded? Section: Date: Time:

Responded By (Circle One): Phone Letter Fax Other

Nature of Response:

Copies Sent To: Stan/Eval MAJCOM AFCFM 2 AF/DOV Other

Remarks:
Customer Expressed Satisfaction Customer Satisfaction Sent

Attachment 4

SAMPLE CUSTOMER SATISFACTION SURVEY

(DO NOT REPRODUCE)

XX Training Group
Street Address
XXXX Air Force Base, State, ZIP Code Customer Satisfaction Survey

..... FOLD BOTTOM TO THIS LINE FOR MAILING.....

Course Number:

Dear Supervisor/Graduate,

Thank you for using the AETC Feedback System! It is important to us that you are satisfied with our response to you. Please take a moment to read the following questions and circle the appropriate answers. Your reply will help us continuously improve our feedback process.

JOHN H. WEEDS, Colonel, USAF
Commander

1. Did we answer your question adequately? Y N

2. Do you consider our response timely? Y N

3. If you would like a call from an evaluator to discuss your question further, please provide:

Name/Grade:

Organization:

Phone Number/E-Mail Address:

Best day/time to call:

Comments:

MAILING LABEL

When completed, fold to the dotted line above, staple, and mail through the Department of Defense system.

Attachment 5

SAMPLE GRADUATE ASSESSMENT SURVEYS (GAS) (ENLISTED AND OFFICER)

TRW/CC or TRG/CC
Street Address
Base, State, Zip

GRADUATE ASSESSMENT SURVEY (ENLISTED)

Supervisor of Graduates,
Since you have supervised the graduate on the job, we believe you are one of the best judges of the effectiveness of our technical training programs. Please review your current Career Field Education and Training Plan (CFETP) or Specialty Training Standard (STS) as you complete this survey. Return the completed survey to your local Education and Training Manager or action office. We are committed to improving our programs to better serve you. Please enter your name, grade, duty phone, and duty hours in the area provided so we may follow up if necessary. Thanks for your time.

*Your Name:*_____
*E-Mail:*_____
Grade: ____ *DSN:* _____ *Duty Hours:* _____

Bitmap of Commander's Signature
TRW/CC or TRG/CC Signature block

SAMPLE FORM

If you are unable to complete this survey, please indicate the reason by marking one of these four choices. Graduate was:

- TDY over 60 Days ○
- PCS ○
- NOT ASSIGNED ○
- OTHER (PLEASE EXPLAIN BELOW) ○

_____
_____

Using the rating scale below, please judge the effectiveness of our technical training programs:

QUESTION #1: Darken the appropriate bubble.	WELL BELOW SATISFACTORY	(WBS)	=	consistently fails to display appropriate behavior
	BELOW SATISFACTORY	(BS)	=	occasionally fails to display appropriate behavior
	SATISFACTORY	(S)	=	displays appropriate behavior
	ABOVE SATISFACTORY	(AS)	=	consistently displays appropriate behavior
	WELL ABOVE SATISFACTORY	(WAS)	=	outstandingly displays appropriate behavior
QUESTION #2: Darken the appropriate bubble.	WELL BELOW SATISFACTORY	(WBS)	=	cannot perform tasks at an apprentice level
	BELOW SATISFACTORY	(BS)	=	has difficulty performing job tasks at an apprentice level
	SATISFACTORY	(S)	=	performs at the apprentice level
	ABOVE SATISFACTORY	(AS)	=	easily performs tasks at the apprentice level
	WELL ABOVE SATISFACTORY	(WAS)	=	consistently exceeds apprentice level performance
QUESTION #3: Darken the appropriate bubble.	WELL BELOW SATISFACTORY	(WBS)	=	less than 50% of CFETP/STS items meet workcenter requirements
	BELOW SATISFACTORY	(BS)	=	50% - 59% of CFETP/STS items meet workcenter requirements
	SATISFACTORY	(S)	=	60% - 69% of CFETP/STS items meet workcenter requirements
	ABOVE SATISFACTORY	(AS)	=	70% - 80% of CFETP/STS items meet workcenter requirements
	WELL ABOVE SATISFACTORY	(WAS)	=	over 80% of CFETP/STS items meet workcenter requirements

PLEASE USE A NUMBER 2 PENCIL TO MARK YOUR ANSWERS.

	WBS	BS	S	AS	WAS
1. What is your assessment of the graduate's attitude and adherence to military standards?	○	○	○	○	○
2. How would you rate the graduate's ability to perform at the apprentice level as defined in the CFETP/STS?	○	○	○	○	○
3. How well do the apprentice job requirements outlined in the CFETP/STS meet the 3-level job requirements in your workplace? For any rating below satisfactory, describe the specific deficiency so it can be adequately addressed.	○	○	○	○	○

4. Have you received the graduate's trainee report card (AETC Form 156)? YES ○ NO ○

PLEASE DO NOT MARK IN THIS AREA

Comments (We need your feedback for Below Sat or Well Below Sat)

_____
_____
_____
_____

To continue your comments, please use an additional piece of paper.

Questions? Call XXX Training Group Evaluation Office at DSN XXX-XXXX.

TRW/CC or TRG/CC
Street Address
Base, State, Zip

GRADUATE ASSESSMENT SURVEY (OFFICER)

Supervisor of Graduates,
Since you have supervised the graduate on the job, we believe you are one of the best judges of the effectiveness of our technical training programs. Please complete this survey and return it to your Education and Training Manager or action office. We are commited to improving our programs to better serve you. Please enter your grade, name, telephone number, and duty hours. Without them, we cannot follow up if necessary. Thanks for your time.

*Your Name:*_____
*E-Mail:*_____
*Grade:*_____ *DSN:*_____ *Duty Hours:*_____

Bitmap of Commander's Signature
TRW/CC or TRG/CC Signature Block

SAMPLE FORM

If you are unable to complete this survey, please indicate the reason by marking one of these four choices. Graduate was:

- TDY over 60 Days ○
- PCS ○
- NOT ASSIGNED ○
- OTHER (PLEASE EXPLAIN BELOW) ○

_____
_____

Using the rating scale below, please judge the effectiveness of our technical training programs:

QUESTION #1: Darken the appropriate bubble.	WELL BELOW SATISFACTORY	(WBS)	=	consistently fails to display appropriate behavior
	BELOW SATISFACTORY	(BS)	=	occasionally fails to display professional qualities
	SATISFACTORY	(S)	=	displays professional qualities
	ABOVE SATISFACTORY	(AS)	=	consistently displays professional qualities
	WELL ABOVE SATISFACTORY	(WAS)	=	outstandingly displays professional qualities
QUESTION #2: Darken the appropriate bubble.	WELL BELOW SATISFACTORY	(WBS)	=	cannot meet duty requirements
	BELOW SATISFACTORY	(BS)	=	has difficutly meeting duty requirements
	SATISFACTORY	(S)	=	meets duty requirements
	ABOVE SATISFACTORY	(AS)	=	easily meets duty requirements
	WELL ABOVE SATISFACTORY	(WAS)	=	consistently exceeds duty requirements
QUESTION #3: Darken the appropriate bubble.	WELL BELOW SATISFACTORY	(WBS)	=	training was far below workcenter requirements
	BELOW SATISFACTORY	(BS)	=	training was slightly below workcenter requirements
	SATISFACTORY	(S)	=	training met workcenter requirements
	ABOVE SATISFACTORY	(AS)	=	training exceeded work center requirements
	WELL ABOVE SATISFACTORY	(WAS)	=	training far exceeded workcenter requirements

PLEASE USE A NUMBER 2 PENCIL TO MARK YOUR ANSWERS.

	WBS	BS	S	AS	WAS
1. What is your assessment of the graduate's attitude and professional qualities?	○	○	○	○	○
2. How would you best describe the graduate's capability to perform their duties effectively?	○	○	○	○	○
3. How well did the training received by the graduate meet your workcenter requirements? For any rating below satisfactory, describe the specific deficiency so it can be adequately addressed.	○	○	○	○	○

PLEASE DO NOT MARK IN THIS AREA

Comments (We need your feedback for Below Sat or Well Below Sat)

_____
_____
_____
_____

To continue your comments, please use an additional piece of paper.

Questions? Call XXX Training Group Evaluation Office at DSN XXX-XXXX.

★Attachment 6

SAMPLE GAS EXECUTIVE SUMMARY
XXX TRG
Surveys Received (1 April - 30 June 2002)
XXX TRS

Q1. What is your assessment of the graduate's attitude and adherence to military standards?
Q2. How would you rate the graduate's ability to perform at the apprentice level as defined in the CFETP/STS?
Q3. How well do the apprentice job requirements outlined in the CFETP/STS meet the 3-level job requirements in your workplace?

① Course # And Title	② #Usable Surveys Received (QTR/YR)	③ #Sat or Higher (QTR/YR)	④ Percent Sat (QTR/YR)	Q1 #Below Sat (QTR/YR)	Q2 #Below Sat (QTR/YR)	Q3 #Below Sat (QTR/YR)
3ABR3E731 006	113/113	109/109	96/96	4/4	1/1	0/0
				⑤ 5/5	⑤ 5/5	⑤ 5/5

Fire Protection Apprentice (Air Force)

Q1 % Sat (QTR/YR)	Q2 % Sat (QTR/YR)	⑥ Q3 % Sat (QTR/YR)
96/96	99/99	100/100

<u>COMMENTS:</u> **⑦Q1: Field:** Supervisor was concerned with the airman's attitude. After a slow start with upgrade training, airman is doing well. **School:** Airman was a rope and student of the month so he was highly motivated. **Q1: Field:** Airman consistently failed to show up for work on time. **School:** This problem was noted during technical training. **Q1: Field:** Airman entered workcenter not meeting weight standards. **School:** New procedures in place. **Q1 & Q2: Field:** Airman has been counseled for coming in late to work. He did not know how to use hand tools. **School:** The importance of being on time and reliable is and will continue to be stressed by instructors and MTLs. We teach how to use hand tools in class and lab.

Circles:

① Self-explanatory.
② Total number of usable surveys received in a quarter/year.
③ Number of surveys where both Q1 and Q2 are satisfactory or higher. Q3 is not counted.
④ Percent satisfied calculated by dividing column 3 by column 2 rounded to nearest whole number (example 109/113 = 96.46% rounded to 96%).
⑤ Number of surveys with no response to Q1, Q2, and Q3.
⑥ Percent satisfied for Q1, Q2, and Q3 {(# Usable Surveys – # Surveys with no response – # Below Sat)/(# Usable Surveys - # Surveys with no response)}.
⑦ Comments describing followup on less than satisfactory responses for Q1 and Q2.

★Attachment 7

FIELD EVALUATION QUESTIONNAIRE DEVELOPMENT

A7.1. Factors to Consider When Designing Questionnaires for the USAF Graduate Evaluation Program. When evaluators construct the field evaluation questionnaire, the following three major areas should be considered:

A7.1.1. Obtaining Data to Meet the Objectives of Field Evaluation. The objective of every evaluation project is to determine if graduates are adequately trained to perform the tasks taught in the course and required in the field. Word the questionnaire so it can be understood and answered with relative ease. Extensive background questions may also be used to permit meaningful analysis of data received. Behavioral statements and questions of observable performance should be used where possible. Emphasis should be on tasks taught in the course. Limit questions on knowledge-level objectives to a minimum. When developing the initial FEQ, emphasis should be on surveying major training standard items or headings rather than on surveying individual training standard items. Individual items may be surveyed in a subsequent survey if there are indicators of a problem in a particular area.

A7.1.2. Providing Sufficient Instructions to Ensure Completion of Questionnaires. State the purpose of the survey, authority under which it is conducted, suspense date for completion (and return if mailed), and to whom questions can be referred. Provide information on the importance of the survey and the mechanics of how to fill out the questionnaire.

A7.1.3. Designing Questionnaires for the AETC Graduate Evaluation Data System. Design questionnaires for use with a standardized computer analysis program. Format questions on the survey so answers can be recorded on a "scannable" computer analysis form, such as the AETC Form 1610. Written comments can also be obtained from the respondent by providing a remarks section on the questionnaire.

A7.2. First Question on Both Questionnaires. If the questionnaire cannot be completed, this question will ask the respondent to indicate why. This question is mandatory. He or she will pick an answer from the following choices:

Supervisor Questionnaire
0 - Working in another AFSC (explain on remarks sheet)
1 - Discharge
2 - Member does not meet standards of conduct
3 - No security clearance
4 - Transferred/reassigned
5 - Not assigned/assignment canceled
6 - Disqualified under Personnel Reliability Program
7 - Medically disqualified
8 - Other (explain on remarks sheet)

Graduate Questionnaire
0 - Working in another AFSC
1 - Awaiting security clearance
2 - Working in another duty position
3 - Attending additional formal training
4 - Medically disqualified
5 - Working in Quality Control
6 - Working in Job/Production Control
7 - Other (explain on remarks sheet)

A7.3. Rating Scale. The FEQ is used to determine if graduates were trained as specified in the training standard. In order to meet this objective, the rating scale should mirror the training standard proficiency requirements as closely as possible. When surveying supervisors, use the task performance proficiency

code descriptions (for example, Extremely Limited, Partially Proficient, etc.) whenever possible. Limit the use of satisfaction levels to only those FEQs that the proficiency code does not apply to or when surveying graduates about the training they received.

A7.4. Last Question on the Supervisor's Questionnaire. Include a question that asks the supervisor to rate the graduate's overall preparation for the job. For example, "Based on your responses to (*items one through the last question relating to the STS/CTS*), please provide an overall rating of how well the course (*list course name*) prepared the graduate to perform assigned duties as an apprentice (*enter job title*)." ***NOTE:*** Use a rating scale similar to the one used for the GAS.

A7.5. Last Question on the Graduate's Questionnaire. Include a question that asks the graduate to rate the overall training provided. For example, "How would you rate the overall training provided?" ***NOTE:*** Use a rating scale similar to the one used for the GAS.

Attachment 8

SAMPLE FORWARDING MEMORANDUM

MEMORANDUM FOR _____ MSS/CC (Date)

FROM: (Organization/FAS)
(Address)
(Base, State, ZIP)

SUBJECT: Evaluation of AETC Technical Training

1. We are conducting an evaluation of the course identified on the attached questionnaire. Data accumulated from the questionnaire are used to decide how well the course meets the field's needs and what changes are required in the course curriculum. This evaluation is being conducted under the authority of AFI 36-2201, *Air Force Training Program* (Volumes 1 through 6).

2. Please forward the attached questionnaire to the immediate supervisor of the graduate indicated. When the questionnaire has been completed, please send it to this office in the self-addressed envelope provided. DO NOT use registered mail to return the questionnaire.

3. Questions concerning this letter or completion of the attached questionnaire should be referred to (office symbol), ATTN: (name), (DSN). We appreciate your cooperation and assistance in our effort to improve training.

SIGNATURE ELEMENT

Attachment:
Questionnaire w/Self-Addressed Envelope

Attachment 9

SAMPLE FOLLOWUP MEMORANDUM

MEMORANDUM FOR (XX MSS/CC) (Date)

FROM: (Organization/FAS)
(Address)
(Base, State, ZIP)

SUBJECT: Evaluation of AETC Technical Training Followup

1. We request your assistance in retrieving field evaluation questionnaires. A questionnaire was mailed to your activity for the graduate(s) from our school identified in the attachment. The questionnaire is a vital part of the evaluation process and its return is essential for the improvement of technical training. AFI 36-2201, *Air Force Training Program* (Volumes 1 through 6), requires all questionnaires be returned or reasons given if any cannot be completed.

2. Please advise us on the status of the questionnaire as soon as possible. We have attached a duplicate questionnaire for your use if the original is not available. Our project officer is (name), (office symbol), (DSN).

SIGNATURE ELEMENT

Attachment:
Duplicate Questionnaire(s)

Attachment 10

FORMAT FOR FIELD EVALUATION QUESTIONNAIRE SUMMARY (FEQS)

Course Title:

Course Number:
Course Length: Instructional Design:

Attrition Rate: Percent of Course Length:

Number of Questionnaires Used:

Overall Rating of Training Provided:

Number of Tasks Failing to Meet 90% Adequacy Criterion: *

Number of Tasks Failing to Meet 50% Utilization Criterion: *

Summary of Findings and Corrective Actions Taken or Planned: **

_____ _____
(Training Group Commander's Signature) Date

* Attach questionnaire data on all tasks not meeting the 90% training adequacy criteria or the 50% training utilization criteria. Identify all repeat failures from previous FEQSs.

** Consider all other applicable feedback data. Include list of comments.

Attachment 11

SAMPLE ANNUAL TREND ANALYSIS REPORT

MEMORANDUM FOR 2 AF/DO

FROM: Training Group Address

SUBJECT: Annual Trend Analysis Report

1. Activities:

a. Units/functions evaluated this period and any ratings assessed (if used).

b. Followup conducted.

c. Staff assistance provided.

d. Special projects.

2. Trend Analysis (cumulative to cover 12-month period):

a. Identify best practices, commendable (or notables), observations (or discrepancies), and findings in the following categories as a minimum:

(1) Training development.

(2) Training administration.

(3) Military training.

(4) Faculty training.

(5) Resource management.

(6) Current AETC special interest items.

b. Identify the following trends in feedback programs:

(1) GAS data.

(2) FEQ data.

(3) Field interviews.

(4) Student feedback data (if available).

c. Optional categories include, but are not limited to: regulatory policy/guidance issues, self-inspection, safety, security, family care plan, leave program, performance feedback, records management, unit INTRO (sponsorship), and weight management.

d. Trend analysis is a study of common problems observed in organization evaluations and identification of causes and solutions applicable across organizations. Therefore, in the "Observations" and "Findings" categories, identify the trend, number of cases cited (or percentage of total findings) and problems encountered in correcting deficiencies; correlate trends with problems cited in previous trend analyses; and provide probable causes of problems cited and recommendations to prevent recurrence.

GROUP COMMANDER SIGNATURE

cc:
Wing/CC

★Attachment 12

SAMPLE TYPE 6, END-OF-COURSE FEEDBACK

Course Title _____

Course Number _____

Course Start Date _____

Name of Instructor (if applicable) _____

Unit, Office Symbol, and Base _____

This questionnaire asks for your impressions of the overall training, training environment, training facilities, and the quality of instruction. Use the scale provided to indicate your rating of these areas and mark it on the answer sheet provided.

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. Not Applicable

COURSE EFFECTIVENESS

1. Course objectives were clearly stated.

2. Course objectives were relative to my job requirements.

3. Course content supported the objectives.

★4. Course objectives were tested at appropriate times throughout the course.

5. Test questions adequately measured my knowledge of course objectives.

6. Test questions were understandable.

★7. Beneficial and timely feedback/help was built into the courseware or was provided by the instructor.

8. Safety procedures were stressed.

9. The course was organized logically.

10. The course enhanced my knowledge, skills, and/or abilities.

ENVIRONMENT/EQUIPMENT

11. Learning environment (lighting, furniture, equipment, temperature) was satisfactory for learning.

12. Equipment required for course completion was easily accessible.

13. Equipment required for course completion functioned properly.

14. I knew how to receive technical assistance if required.

15. Technical assistance was provided in a timely manner.

COURSEWARE

16. Course materials were received in a timely fashion and in good condition.

17. The pace of course material was relative to the degree of difficulty.

18. The level of interaction enhanced my learning.

19. Course materials were easy to understand and user friendly.

20. Course pictures and videos were clear and supported training.

21. Audio added to the lesson presentations.

22. Course materials contained current and accurate information.

23. Indicate the approximate number of hours required to complete the course (using the following scale).

A. 5-10 hours B. 11-20 hours C. 21-30 hours D. 31-40 hours E. 40+ hours

24. Identify your primary learning environment during course completion (using the following scale).

A. PC at work site B. PC at home C. Computer lab at Education Office

D. Distance Learning classroom E. Other (Please indicate)_____

OVERALL COURSE RATING

25. My overall rating of this course is:

A. Outstanding B. Excellent C. Satisfactory D. Marginal E. Unsatisfactory

If your overall rating of this course is marginal or unsatisfactory, please explain in what areas you feel the training was inadequate. **PLEASE BE SPECIFIC.**

IF YOU ENCOUNTERED PROBLEMS WITH COURSE COMPLETION, PLEASE PROVIDE DETAILS FOR OUR CORRECTIVE ACTION.

★Attachment 13

SAMPLE TYPE 6, JOB SITE TRAINING STUDENT FEEDBACK REPORT

Reporting Period: 1 Oct 02 through 31 Dec 02

Course Title: *(Enter course name)*

Course Number: *(Enter course number)*

Number of Graduates: *(Number of graduates in reporting period)*

Number of Graduates Responding: *(Number of graduates in reporting period who responded)*

Number of Questions With Overall Rating of Less Than 90%: _____

Summary of Findings and Corrective Actions Taken or Planned: _____

_____ _____

(Training Group Commander's Signature) Date

Attachment:
Type 6 Student Feedback Questionnaire Data

TYPE 6 STUDENT FEEDBACK QUESTIONNAIRE DATA
(Course Number/Title)
From (Start Date to End Date)

	Total Resp QTR/YR	Percent Sat > QTR/YR	Percent UnSat QTR/YR	Strongly Agree QTR/YR	Agree QTR/YR	N/A QTR/YR	Disagree QTR/YR	Strongly Disagree QTR/YR
Course Effectiveness								
1. Course objectives were clearly stated.	11/11	100/100	0/0	1/1	7/7	0/0	0/0	0/0
2. Course objectives were relative to my job requirements.	11/11	100/100	0/0	3/3	8/8	0/0	0/0	0/0
3. Course content supported the objectives.	9/9	89/89	11/11	4/4	4/4	2/2	1/1	0/0
4. Course objectives were tested at appropriate times throughout the course.	11/11	91/91	9/9	4/4	6/6	0/0	1/1	0/0
5. Test questions adequately measured my knowledge of course objectives.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
6. Test questions were understandable.	11/11	100/100	0/0	5/5	6/6	0/0	0/0	0/0
7. Beneficial and timely feedback/help was built into the courseware or was provided by the instructor.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
8. Safety procedures were stressed.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
9. Course was organized logically.	11/11	91/91	9/9	3/3	7/7	0/0	1/1	0/0
10. Course enhanced my knowledge, skills, and/or abilities.	11/11	100/100	0/0	5/5	6/6	0/0	0/0	0/0
Environment/Equipment								
*11. Learning environment (lighting, furniture, equipment, temperature) was satisfactory for learning.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
*12. Equipment required for course completion was easily accessible.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
*13. Equipment required for course completion functioned properly.	11/11	91/91	9/9	4/4	6/6	0/0	1/1	0/0
14. I knew how to receive technical assistance if required.	11/11	100/100	0/0	5/5	6/6	0/0	0/0	0/0
15. Technical assistance was provided in a timely manner.	11/11	100/100	0/0	6/6	5/5	0/0	0/0	0/0
Courseware								
16. Course materials were received in a timely fashion and in good condition.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
17. The pace of course material was relative to the degree of difficulty.	11/11	100/100	0/0	3/3	8/8	0/0	0/0	0/0
18. The level of interaction enhanced my learning.	9/9	89/89	11/11	4/4	4/4	2/2	1/1	0/0
19. Course materials were easy to understand and user friendly.	11/11	91/91	9/9	4/4	6/6	0/0	1/1	0/0
20. Course pictures and videos were clear and supported training.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
21. Audio added to the lesson presentations.	11/11	100/100	0/0	5/5	6/6	0/0	0/0	0/0
22. Course materials contained current and accurate information.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
				5-10 hours	11-20 hours	21-30 hours	31-40 hours	40+ hours
23. Enter the approximate number of hours required to complete the course.				5/5	6/6	0/0	0/0	0/0
				PC at work	PC at home	Comp Lab	DL class	Other
24. Identify your primary learning environment during course completion.	11/11			1/1	0/0	2/2	1/1	1/1
				Outstanding	Excellent	Satisfactory	Marginal	Unsatisfactory
25. Overall rating of this course.	11/11	100/100		2/2	7/7	2/2	0/0	0/0
Comments								
*Questions exempt from 90% rule. AETC schoolhouse has no direct control over these items for units outside AETC. However, data, comments, and any applicable corrective actions must be annotated.								

★Attachment 14

IC 2000-1

IC 2000-1 to AETCI 36-2201, ***TRAINING EVALUATION*, 16 NOVEMBER 1998**

15 AUGUST 2000

SUMMARY OF REVISIONS

This revision incorporates interim change (IC) 2000-1 which expands the applicability of external and internal evaluation program requirements to basic military training (BMT) (introductory paragraph); extends the timeframe for sending the graduate assessment survey (GAS) to the field from 60 to 90 calendar days to allow for graduate time spent in first term airman centers or up to 120 calendar days for courses experiencing extenuating circumstances collecting usable GAS data (paragraph 5.5.1); adds requirement to use and provides a sample of a Type 6 Job Site Training (JST) student feedback survey (paragraph 4.2 and Attachment 12); clarifies guidance on format, content, and distribution of the quarterly GAS Executive Summary (paragraphs 5.5.3 and 10.4.7 and Attachment 6); deletes requirement for training groups to follow up on GASs that indicate less than satisfactory responses for question 3 (paragraph 5.5.4); changes the field evaluation questionnaire summary (FEQS) format to reflect the training group commander's signature and to include corrective actions taken or planned as part of the summary of findings (paragraph 5.6.7 and Attachment 10); adds a requirement for training groups to establish procedures to respond to BMT airman performance surveys (APS) in a timely manner (paragraph 10.4.14); adds a requirement for BMT to prepare and provide a quarterly summary on APS results (paragraph 10.4.15); and updates office symbols, responsibilities, references, and abbreviations. See the last attachment of the publication, IC 2000-1, for the complete IC. A ★ indicates revision from the previous edition.

Purpose Paragraphs:

This instruction implements AFPD 36-22, *Military Training.* It establishes procedures and responsibilities for assessing the quality of basic military training (BMT) and technical training**.** It applies to the InterAmerican Air Force Academy (IAAFA), BMT Group (737 TRG), and training groups aligned under Second Air Force (2 AF) involved in managing, developing, and conducting BMT and technical training within AETC. Training group commanders are responsible for implementing this instruction at AETC training wings. Training groups may supplement this instruction to establish specific implementing procedures. Send copies of proposed supplements to the Technical Training Standards and Policy Branch (HQ AETC/DOOV), 1 F Street, Suite 2, Randolph AFB TX 78150-4325, for review and approval prior to publication with an information copy to 2 AF/DOV, 721 Hangar Road, Keesler AFB MS 39534-2804. Submit recommended changes to this instruction using AF Form 847, **Recommendation for Change of Publication,** to HQ AETC/DOOV. Requests for waivers to any requirement stated in this instruction will be submitted according to guidance in AFI 33-360, Volume 1, *Publications Management Program.*

The use of the name or mark of any specific manufacturer, commercial product, commodity, or service in this publication does not imply endorsement by the Air Force. ***NOTE:*** Maintain and dispose of records created as a result of processes prescribed in this publication in accordance with AFMAN 37-139, *Records Disposition Schedule.*

4.1. Each training group will establish an internal feedback program. The program should include such areas as student feedback, measurement review, attrition and washback trend analysis, student counseling, and instructional review. AETCI 36-2203, *Technical Training Development,* contains minimum requirements for measurement and instructional review. AETCI 36-2215, *Training Administration,* contains minimum requirements for attrition and washback trend analysis and student counseling.

4.2. Student Feedback. Each training group will establish a student feedback program. At a minimum, each training squadron and faculty development flight (or equivalent unit) will participate in the program. The program is intended to obtain constructive comments on training, training environment, and base support. AETC Form 736, **Student Feedback,** and end-of-course surveys may be used to obtain student feedback. In addition, to standardize the collection of end-of-course student feedback for Type 6 Job Site Training (JST) courses, training groups will use the sample survey at Attachment 12. For Type 6 JST courses, training groups may modify the survey at Attachment 12 to meet their individual needs (for example, add questions, use paper or electronic format). However, to standardize data collection, the survey used must contain (as a minimum) the same questions with the supporting rating scale in Attachment 12.

5. External Feedback. External feedback determines the graduate's ability to perform tasks required in the career field. In addition, external feedback indicates the need to revise training standards or courses to improve training quality, add technology, and/or identify skills and knowledge where training might be reduced or increased. Any changes to training standards must be coordinated and approved by the appropriate Air Force career field manager (AFCFM) or the BMT Triennial Review Committee (for technical training or BMT, respectively).

5.1. Feedback Procedures. Each training group will establish an external feedback program. Areas such as occupational survey reports (OSR), subject matter expert (SME) feedback, field interviews (FI), customer service information process (CSIP), graduate assessment surveys (GAS), field evaluation questionnaires (FEQ), and field evaluation questionnaire summaries (FEQS) should be used as appropriate. ***NOTE:*** Due to unique mission requirements, IAAFA and BMT are waived from using OSRs, CSIP, GASs, FEQs, and FEQSs. Instead, IAAFA and BMT will establish procedures for an external evaluation program in a supplement to this instruction. The BMT program will include the APS.

5.5. Graduate Assessment Survey (GAS). The GAS will be used to gather customer feedback on Air Force graduates (to include Air Force Reserve Command [AFRC] and Air National Guard [ANG]) of initial skill Type 3, 4, and 5 courses. ***NOTE:*** Look for AETC resident, field training, and other US government agency technical training courses in the education and training course announcements (ETCA) at http://hq2af.keesler.af.mil/etca.htm. (These courses were formerly listed in AFCAT 36-2223, *USAF Formal Schools,* which is now obsolete.)

5.5.1. Training groups will send a GAS to the gaining base's education and training manager for distribution to a graduate's supervisor or trainer approximately 90 calendar days after the graduation month. For courses that are experiencing extenuating circumstances affecting collecting usable graduate data (for example, unique assignments delaying graduates from performing on the job or a backlog of obtaining security clearances), the timeframe may be extended up to 120 calendar days after the graduation month. Document the reasons for extending the 90-day timeframe and send copies of the

documentation to HQ AETC/DOOV and 2 AF/DOV. As a minimum, send a sampling of surveys as outlined in Table 1. When applicable, use a representative sample of students from each MAJCOM. The enlisted and officer GASs will contain the core questions as reflected in each of the samples at Attachment 5. ***NOTE:*** Due to unique requirements, the ANG and AF Reserve will be allowed 90 days to complete the GAS for their personnel.

5.5.3. Training groups will prepare a quarterly (fiscal year) summary on GASs, using the format at Attachment 6. Send copies (via e-mail if possible) no later than 45 days following the quarter (for example, 15 May for the January – March quarter) to HQ AETC/DOO, 2 AF/DOV, and the appropriate AFCFM. ***NOTE:*** This report is exempt from reports control symbol (RCS) requirements according to AFI 33-324, *The Information Collections and Reports Management Program; Controlling Internal, Public, and Interagency Air Force Information Collections,* paragraph 2.11.12.

5.5.4. Training groups will establish procedures for tracking and followup of GASs to ensure concerns or problems identified are corrected. As a minimum, surveys indicating less than satisfactory ratings on question 1 or 2 require followup. GASs containing comments on question 3 will be forwarded to the appropriate AFCFM. Any specific request for information or clarification on a GAS response will be processed the same as a CSIP inquiry.

5.6.1. When scheduling FEQs, priority will be given to courses where there is a concern about training. Initial skill and 7-level courses (to include Type 6) will be evaluated a minimum of every 2 years, or within 1 year prior to a forecasted U&TW (if the forecasted U&TW date is published in time to complete a FEQS). The chief of the training evaluation unit will approve or disapprove exceptions to the 2-year requirement. Some reasons for extending the evaluation cycle include a major revision to the training standard or a lack of sample size or confidence level for the questionnaire. Other courses will be evaluated when there is a concern about training. Exceptions to the 2-year requirement will be documented and coordinated with the training manager. Reasons for the exception and revised evaluation date will be included in the documentation.

5.6.7. Using the format in Attachment 10 as a guide, report results to the FEQs and summarize corrective actions taken or planned for items not meeting the training adequacy or utilization criteria described in paragraph 5.6.8. This format may vary to accommodate local needs, but it must require the training group commander's signature. As an attachment to the FEQS, identify the items failing to meet either adequacy or utilization criteria. Consider all applicable feedback data, both internal and external, when preparing the FEQS. Any specific request for information or clarification contained on a questionnaire comment sheet will be processed the same as a CSIP inquiry. ***NOTE:*** This report is exempt from RCS requirements according to AFI 33-324, paragraph 2.11.12.

6.1.2.1. Schedule and conduct formal evaluations and staff assistance visits on a cycle not to exceed 24 months, except as noted in paragraph 6.1.2.2. An inspection by HQ AETC/IG may substitute for an evaluation scheduled during that timeframe. Use of ratings is at the discretion of the group commander. If the five-tier rating system is used, define ratings in accordance with AFI 90-201, *Inspector General Activities.*

8. Interservice Training. Evaluate interservice courses in accordance with AFJI 36-2230, *Interservice Training,* and applicable interservice agreements. Use caution to ensure AETC does not duplicate existing host-service evaluations that are adequate. The chief of the training evaluation unit may include or exclude other service graduates from surveys except when specifically requested to do so by officials

of other services.

9. Use of Training Evaluation Data. Technical training groups will present evaluation data to AFCFMs and at U&TWs and use this data to help develop training requirements. BMT will present evaluation data at the BMT Triennial Review.

10.1. HQ AETC/DOOV will set policy, review and approve implementing supplements, and help resolve training evaluation questions.

10.2.3.2. Prepare annual trend analysis and activities reports utilizing HQ AETC/IG reports and group stan/eval trend analyses and submit to HQ AETC/DOO by 20 February. Distribute copies to all group stan/eval offices.

10.2.3.3. Review, consolidate, and forward group stan/eval formal evaluation and staff assistance schedules to HQ AETC/DOO and IGIOT.

10.3. The AETC Computer Systems Squadron, Software Services Flight, AIS Life Cycle Support Section (AETC CSS/SCIS), will provide data automation support for training evaluation programs, including development and update of training evaluation software and programming documentation.

10.4.7. Prepare a quarterly (fiscal year) summary on GASs, using the format at Attachment 6. Forward copies (via e-mail if possible) no later than 45 days following each quarter (for example, 15 May for the January – March quarter) to HQ AETC/DOO, 2 AF/DOV, and the appropriate AFCFM. ***NOTE:*** This report is exempt from RCS requirements according to AFI 33-324, paragraph 2.11.12.

10.4.8.2. HQ AETC/DOO.

10.4.10. Develop a locally produced handout on the training evaluation program. As a minimum, give the handout to all 7-level and officer course graduates. ***NOTE***: This does not apply to BMT.

10.4.12. Provide requests for software production support pertaining to the training evaluation program to 2 AF/DOV with an information copy to HQ AETC/DOOV.

10.4.14. Establish procedures to respond to BMT APSs in a timely manner.

10.5. BMT will prepare a quarterly (fiscal year) summary (to include corrective actions as required on areas identified for improvement) on APS results and forward copies of the summary to HQ AETC/DOO and 2 AF/DOV no later than 45 days following the quarter (for example, 15 May for the January – March quarter). ***NOTE:*** This report is exempt from RCS requirements according to AFI 33-324, paragraph 2.11.12.

Attachment 1, *References*

DELETE "AFPD 90-2, *Inspector General—The Inspection System*
DELETE "AFCAT 36-2223, *USAF Formal Schools*"
AFI 90-201, *Inspector General Activities*
AETCI 36-2203, *Technical Training Development*

Attachment 1, *Abbreviations and Acronyms*

APS—airman performance survey
ETCA—education and training course announcements
JST—job site training

Attachment 5

SAMPLE GRADUATE ASSESSMENT SURVEYS (GAS) (ENLISTED AND OFFICER)

TRW/CC or TRG/CC
Street Address
Base, State, Zip

GRADUATE ASSESSMENT SURVEY (ENLISTED)

Supervisor of Graduates,
Since you have supervised the graduate on the job, we believe you are one of the best judges of the effectiveness of our technical training programs. Please review your current Career Field Education and Training Plan (CFETP) or Specialty Training Standard (STS) as you complete this survey. Return the completed survey to your local Education and Training Manager or action office. We are committed to improving our programs to better serve you. Please enter your name, grade, duty phone, and duty hours in the area provided so we may follow up if necessary. Thanks for your time.

*Your Name:*_____
*E-Mail:*_____
Grade: ____ *DSN:* _____ *Duty Hours:* _____

Bitmap of Commander's Signature
TRW/CC or TRG/CC Signature block

SAMPLE FORM

If you are unable to complete this survey, please indicate the reason by marking one of these four choices. Graduate was:

- TDY over 60 Days ○
- PCS ○
- NOT ASSIGNED ○
- OTHER (PLEASE EXPLAIN BELOW) ○

_____
_____

Using the rating scale below, please judge the effectiveness of our technical training programs:

QUESTION #1: Darken the appropriate bubble.	WELL BELOW SATISFACTORY	(WBS)	=	consistently fails to display appropriate behavior
	BELOW SATISFACTORY	(BS)	=	occasionally fails to display appropriate behavior
	SATISFACTORY	(S)	=	displays appropriate behavior
	ABOVE SATISFACTORY	(AS)	=	consistently displays appropriate behavior
	WELL ABOVE SATISFACTORY	(WAS)	=	outstandingly displays appropriate behavior
QUESTION #2: Darken the appropriate bubble.	WELL BELOW SATISFACTORY	(WBS)	=	cannot perform tasks at an apprentice level
	BELOW SATISFACTORY	(BS)	=	has difficulty performing job tasks at an apprentice level
	SATISFACTORY	(S)	=	performs at the apprentice level
	ABOVE SATISFACTORY	(AS)	=	easily performs tasks at the apprentice level
	WELL ABOVE SATISFACTORY	(WAS)	=	consistently exceeds apprentice level performance
QUESTION #3: Darken the appropriate bubble.	WELL BELOW SATISFACTORY	(WBS)	=	less than 50% of CFETP/STS items meet workcenter requirements
	BELOW SATISFACTORY	(BS)	=	50% - 59% of CFETP/STS items meet workcenter requirements
	SATISFACTORY	(S)	=	60% - 69% of CFETP/STS items meet workcenter requirements
	ABOVE SATISFACTORY	(AS)	=	70% - 80% of CFETP/STS items meet workcenter requirements
	WELL ABOVE SATISFACTORY	(WAS)	=	over 80% of CFETP/STS items meet workcenter requirements

PLEASE USE A NUMBER 2 PENCIL TO MARK YOUR ANSWERS.

	WBS	BS	S	AS	WAS
1. What is your assessment of the graduate's attitude and adherence to military standards?	○	○	○	○	○
2. How would you rate the graduate's ability to perform at the apprentice level as defined in the CFETP/STS?	○	○	○	○	○
3. How well do the apprentice job requirements outlined in the CFETP/STS meet the 3-level job requirements in your workplace? For any rating below satisfactory, describe the specific deficiency so it can be adequately addressed.	○	○	○	○	○

4. Have you received the graduate's trainee report card (AETC Form 156)? YES ○ NO ○

PLEASE DO NOT MARK IN THIS AREA

Comments (We need your feedback for Below Sat or Well Below Sat)

_____
_____
_____
_____

To continue your comments, please use an additional piece of paper.

Questions? Call XXX Training Group Evaluation Office at DSN XXX-XXXX.

TRW/CC or TRG/CC
Street Address
Base, State, Zip

GRADUATE ASSESSMENT SURVEY (OFFICER)

Supervisor of Graduates,
Since you have supervised the graduate on the job, we believe you are one of the best judges of the effectiveness of our technical training programs. Please complete this survey and return it to your Education and Training Manager or action office. We are commited to improving our programs to better serve you. Please enter your grade, name, telephone number, and duty hours. Without them, we cannot follow up if necessary. Thanks for your time.

*Your Name:*_____
*E-Mail:*_____
*Grade:*_____ *DSN:*_____ *Duty Hours:*_____

Bitmap of Commander's Signature
TRW/CC or TRG/CC Signature Block

SAMPLE FORM

If you are unable to complete this survey, please indicate the reason by marking one of these four choices. Graduate was:

- TDY over 60 Days ○
- PCS ○
- NOT ASSIGNED ○
- OTHER (PLEASE EXPLAIN BELOW) ○

_____
_____

Using the rating scale below, please judge the effectiveness of our technical training programs:

QUESTION #1: Darken the appropriate bubble.	WELL BELOW SATISFACTORY	(WBS)	=	consistently fails to display appropriate behavior
	BELOW SATISFACTORY	(BS)	=	occasionally fails to display professional qualities
	SATISFACTORY	(S)	=	displays professional qualities
	ABOVE SATISFACTORY	(AS)	=	consistently displays professional qualities
	WELL ABOVE SATISFACTORY	(WAS)	=	outstandingly displays professional qualities
QUESTION #2: Darken the appropriate bubble.	WELL BELOW SATISFACTORY	(WBS)	=	cannot meet duty requirements
	BELOW SATISFACTORY	(BS)	=	has difficutly meeting duty requirements
	SATISFACTORY	(S)	=	meets duty requirements
	ABOVE SATISFACTORY	(AS)	=	easily meets duty requirements
	WELL ABOVE SATISFACTORY	(WAS)	=	consistently exceeds duty requirements
QUESTION #3: Darken the appropriate bubble.	WELL BELOW SATISFACTORY	(WBS)	=	training was far below workcenter requirements
	BELOW SATISFACTORY	(BS)	=	training was slightly below workcenter requirements
	SATISFACTORY	(S)	=	training met workcenter requirements
	ABOVE SATISFACTORY	(AS)	=	training exceeded work center requirements
	WELL ABOVE SATISFACTORY	(WAS)	=	training far exceeded workcenter requirements

PLEASE USE A NUMBER 2 PENCIL TO MARK YOUR ANSWERS.

	WBS	BS	S	AS	WAS
1. What is your assessment of the graduate's attitude and professional qualities?	○	○	○	○	○
2. How would you best describe the graduate's capability to perform their duties effectively?	○	○	○	○	○
3. How well did the training received by the graduate meet your workcenter requirements? For any rating below satisfactory, describe the specific deficiency so it can be adequately addressed.	○	○	○	○	○

PLEASE DO NOT MARK IN THIS AREA

Comments (We need your feedback for Below Sat or Well Below Sat)

_____
_____
_____
_____

To continue your comments, please use an additional piece of paper.

Questions? Call XXX Training Group Evaluation Office at DSN XXX-XXXX.

Attachment 6

SAMPLE GAS EXECUTIVE SUMMARY

GAS Executive Summary
XXX TRG
Surveys Received (1 April 2000 - 30 June 2000)
XXX TRS

Q1. What is your assessment of the graduate's attitude and adherence to military standards?
Q2. How would you rate the graduate's ability to perform at the apprentice level as defined in the CFETP/STS?
Q3. How well do the apprentice job requirements outlined in the CFETP/STS meet the 3-level job requirements in your workplace?

Course # and Title	#Usable Surveys Received (QTR/YR)	[1] #Valid Responses (QTR/YR)	[2] #Sat or Higher (QTR/YR)	Percent Sat (QTR/YR) ①	Q1 #Below Sat (QTR/YR)	Q2 #Below Sat (QTR/YR)	Q3 #Below Sat (QTR/YR)
3ABR3E731 006 FIRE PROTECTION APPRENTICE (AIR FORCE)	113/113	216/216	211/211	98/98	4/4	1/1	0/0
					[3] 5/5	[3] 5/5	[3] 5/5

[4] Q1 AVG (QTR/YR)	[4] Q2 AVG (QTR/YR)	[4] Q3 AVG (QTR/YR) ②
4.83/4.85	4.5/4.62	4/4.08

COMMENTS: ③ **Q1: Field:** Supervisor was concerned with the airman's attitude. After a slow start with upgrade training, airman is doing well. **School:** Airman was a rope and student of the month so he was highly motivated. **Q1: Field:** Airman consistently failed to show up for work on time. **School:** This problem was noted during technical training. **Q1: Field:** Airman entered work center not meeting weight standards. **School:** New procedures in place. **Q1 & Q2: Field**: Airman has been counseled for coming in late to work. He did not know how to use hand tools. **School:** The importance of being on time and reliable is and will continue to be stressed by instructors and MTLs. We teach hand tools in class and lab.

Notes:

1. Number of valid responses for Q1 and Q2 received in a quarter/year (ie, total usable surveys received X 2 – number of blank responses to Q1 and Q2, example 113 * 2 = 226 – (5 +5) = 216) Feedback for Q3 is collected and forwarded for AFCFM use only.
2. Number of valid responses to Q1 and Q2 that were "satisfactory" or higher
3. Number of surveys with no response for Q1, Q2, and Q3
4. Likert scale rating as follows: Well Below Sat – 1; Below Sat – 2; Sat – 3; Above Sat – 4, and Well Above Sat – 5.

Circles:

① Percent satisfied calculated by dividing column 4 by column 3 rounded to nearest whole number; for example, 211/216 = 97.69% rounded to 98%.

② Likert scale rating for Q1, Q2, and Q3, calculated by evaluation software using the following formula: {[(WBS*1)+(BS*2)+(S*3)+(AS*4)+(WAS*5)]/(total number of valid responses)}.

③ Comments describing followup on less than satisfactory responses for Q1 and Q2.

Attachment 10

FORMAT FOR FIELD EVALUATION QUESTIONNAIRE SUMMARY (FEQS)

Course Title:

Course Number:

Course Length: Instructional Design:

Attrition Rate: Percent of Course Length:

Number of Questionnaires Used:

Overall Rating of Training Provided:

Number of Tasks Failing to Meet 90% Adequacy Criterion: *

Number of Tasks Failing to Meet 50% Utilization Criterion: *

Summary of Findings and Corrective Actions Taken or Planned: **

_____ _____
(Training Group Commander's Signature) Date

* Attach questionnaire data on all tasks not meeting the 90% training adequacy criteria or the 50% training utilization criteria. Identify all repeat failures from previous FEQSs.

** Consider all other applicable feedback data. Include list of comments.

Attachment 12

SAMPLE TYPE 6, JOB SITE TRAINING STUDENT FEEDBACK SURVEY

Type 6, Job Site Training Student Feedback Survey

Course Title:

Course Number:

Course Start Date:

Name of Instructor (if applicable):

Unit, Office Symbol, and Base:

This questionnaire asks for your impressions of the overall training, training environment, training facilities, and quality of instruction. Use the scale provided to indicate your rating of these areas and mark the rating on the answer sheet provided.

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. Not Applicable

COURSE EFFECTIVENESS

1. Course objectives were clearly stated.

2. Course objectives were relative to my job requirements.

3. Course content supported the objectives.

4. Evaluation of course topics was administered at appropriate points in the course.

5. Test questions adequately measured my knowledge of course objectives.

6. Test questions were understandable.

7. Feedback/remediation was beneficial and timely.

8. Safety procedures were stressed.

9. Course was organized logically.

10. Course enhanced my knowledge, skills, and/or abilities.

ENVIRONMENT/EQUIPMENT

11. Learning environment (lighting, furniture, equipment, temperature) was satisfactory for learning.

12. Equipment required for course completion was easily accessible.

13. Equipment required for course completion functioned properly.

14. I knew how to receive technical assistance if required.

15. Technical assistance was provided in a timely manner.

COURSEWARE

16. Course materials were received in a timely fashion and in good condition.

17. The pace of course material was relative to the degree of difficulty.

18. The level of interaction enhanced my learning.

19. Course materials were easy to understand and user friendly.

20. Course pictures and videos were clear and supported training.

21. Audio added to the lesson presentations.

22. Course materials contained current and accurate information.

23. Enter the approximate number of hours required to complete the course _____.

24. Identify your primary learning environment during course completion _____.

A. PC at work site. B. PC at home. C. Computer lab at Education Office.
D. Distance Learning classroom. E. Other (Please indicate)_____.

OVERALL COURSE RATING

25. My overall rating of this course is:

A. Outstanding B. Excellent C. Satisfactory D. Marginal E. Unsatisfactory

If your overall rating of this course is unsatisfactory or marginal, please explain in which area(s) you feel the training was inadequate. **PLEASE BE SPECIFIC.**

IF YOU ENCOUNTERED PROBLEMS WITH COURSE COMPLETION, PLEASE PROVIDE DETAILS FOR OUR CORRECTIVE ACTION.

★Attachment 15

IC 2002-1

IC 2002-1 TO AETCI 36-2201, *TRAINING EVALUATION*, 15 AUGUST 2000

17 SEPTEMBER 2002

SUMMARY OF REVISIONS

This revision incorporates interim change (IC) 2002-1 which adds the requirement for training groups to prepare and forward a quarterly report on Type 6 student feedback using a standardized format (paragraphs 4.2.3, 10.4.15, and Attachment 13); adds AETC training pipeline manager (TPM) to parts of the coordination and distribution process in the training evaluation program (paragraphs 5.4.2, 5.6.1.2, 5.6.2, 5.6.6.2, and 10.4.8.2); updates ETCA web site address (paragraph 5.5); incorporates wording to account for web-based and paper-based survey administration (paragraphs 5.5.1, 5.6.5, 5.6.5.1, and 5.6.5.2); prescribes standard 45 calendar day suspense to reply to GASs (except for ANG and AFRC) and standardizes followup timeframe on a 45 calendar day cycle (paragraphs 5.5.1 and 5.5.2); adds the requirement to conduct a field evaluation two to three classes following validation when an initial skill or mandatory 7-skill level (craftsman) course is brought on line for the first time or significantly revised (paragraph 5.6.1); clarifies types of 7-skill level courses as mandatory (paragraphs 5.6.1 and 10.4.10); adds requirement to forward copies of approved extensions to the minimum 2-year timeframe for field evaluations to the AFCFM, AETC TPM, and 2 AF/DOV (paragraph 5.6.1.2); adds requirement to request inputs from the AFCFM through the AETC TPM and course personnel when developing field evaluation questionnaire and specifies coordination at the U&TW may fulfill this requirement (paragraph 5.6.2); specifies as a minimum to include questions on the FEQ concerning the ability of graduates to perform those tasks deemed critical to the career field (paragraph 5.6.2); expands student sampling to include ANG, AFRC, and sister services, if applicable (paragraph 5.6.4); elaborates on types of actions that can be taken when determining causes of items failing to meet adequacy standards and possible corrective actions (paragraph 5.6.6.2); updates format for GAS Executive Summary (Attachment 6); clarifies emphasis in FEQ development (Attachment 7); changes title of Type 6 student feedback survey and wording of items 4 and 7 (Attachment 12); and updates office symbols, responsibilities, references, and abbreviations. See the last attachment of the publication (IC 2002-1) for the complete IC. A ★ indicates revision from the previous edition.

Certified by: HQ AETC/DOO (T. Fore)

Approval Authority:
THOMAS A. O'RIORDAN, Major General, USAF
Director of Operations

Purpose Paragraph:

This instruction implements AFPD 36-22, *Military Training*. It establishes procedures and responsibilities for assessing the quality of basic military training (BMT) and technical training. It applies to the InterAmerican Air Force Academy (IAAFA) and training groups aligned under the Second Air Force (2 AF) involved in managing, developing, and conducting BMT and technical training within AETC. Training group commanders are responsible for implementing this instruction at AETC

wings. This instruction may be supplemented to establish specific implementing procedures. Send copies of proposed supplements to the Technical Training Standards and Policy Branch (HQ AETC/DOOV), 1 F Street, Suite 2, Randolph AFB TX 78150-4325, for review and approval prior to publication with an information copy to 2 AF/DOV, 721 Hangar Road, Keesler AFB MS 39534-2804. Submit recommended changes to this instruction using AF Form 847, **Recommendation for Change of Publication,** to HQ AETC/DOOV. Requests for waivers to any requirement stated in this instruction will be submitted according to guidance in AFI 33-360, Volume 1, *Publications Management Program.* See Attachment 1 for a glossary of references and supporting information used in this publication.

4.1. Each training group will establish an internal feedback program. The program should include such areas as student feedback, measurement review, attrition and washback trend analysis, student counseling, and instructional review. AETCI 36-2203, *Technical and Basic Military Training Development*, contains minimum requirements for measurement and instructional review. AETCI 36-2215, *Training Administration*, contains minimum requirements for attrition and washback trend analysis and student counseling.

4.2.3. Training groups will prepare a quarterly report on Type 6 student feedback, using the report format at Attachment 13. Report is due to HQ AETC/DOO and DOZA and 2 AF/DO not later than 45 days following the quarter (for example, 15 May for the January – March quarter). Reports must include data collected on the 25 mandatory questions and on any additional questions the group may have added to the feedback survey. Report data by course and include, as a minimum, the number of graduates in the reporting period, the number of graduates responding, the number of questions with an overall rating of less than 90 percent, a summary of findings with corrective actions taken or planned, and an attachment with the percentage of graduates who responded to each possible response to the questions. ***EXCEPTION:*** Questions 11 through 15 are exempt from the 90 percent rule because AETC schoolhouses have no direct control over these items for units outside of AETC. However, data, comments, and any applicable corrective actions must be annotated. ***NOTE:*** This report is exempt from reports control symbol (RCS) requirements according to AFI 33-324, *The Information Collections and Reports Management Program; Controlling Internal, Public, and Interagency Air Force Information Collections,* paragraph 2.11.12.

5. External Feedback. External feedback provides an indication of the graduate's ability to perform tasks required in the career field. In addition, external feedback may indicate the need to revise training standards or courses to improve training quality, add technology, and/or identify skills and knowledge where training might be reduced or increased. All training standard changes are made according to AFI 36-2201 and AETCI 36-2203.

5.4.2. Answers to inquiries will be provided as soon as possible, but not later than 5 workdays after contact with the caller or receipt of written inquiry. Each group will establish routing procedures to ensure the person most qualified to answer the inquiry prepares the reply. If a phone answer is appropriate, the person preparing the answer will call the requestor with the reply. Answers to significant training issues (such as changing course content, proficiency level, or length of a training program) or problems will be in writing. The group evaluation office will review the written replies and keep copies of these replies. Copies will also be sent to the appropriate Air Force career field manager (AFCFM), MAJCOM AFS functional manager, AETC training pipeline manager (TPM), and 2 AF/DOV.

5.5. Graduate Assessment Survey (GAS). The GAS will be used to gather customer feedback on Air Force graduates (to include Air Force Reserve Command [AFRC] and Air National Guard [ANG]) of initial skill Type 3, 4, and 5 courses. ***NOTE:*** Look for AETC resident, field training, and other US government agency technical training courses in the education and training course announcements (ETCA) at ETCA.RANDOLPH.AF.MIL.

5.5.1. Training groups will send notification to complete a GAS to the gaining base's education and training manager for distribution to a graduate's supervisor or trainer or directly to the graduate's supervisor (whatever route is most efficient) approximately 90 calendar days after the graduation month. (A paper GAS may be sent to bases without Internet capability.) For courses that are experiencing extenuating circumstances affecting collecting usable graduate data (for example, unique assignments delaying graduates from performing on the job or a backlog of obtaining security clearances), the timeframe may be extended up to 120 calendar days after the graduation month. Document the reasons for extending the 90-day timeframe and send copies of the documentation to HQ AETC/DOOV and 2 AF/DOV. As a minimum, send a sampling of surveys as outlined in Table 1. When applicable, use a representative sample of students from each MAJCOM. The enlisted and officer GASs will contain the core questions as reflected in each of the samples at Attachment 5. The notification will include a request to reply within 45 calendar days. ***NOTE:*** Due to unique requirements, the ANG and AF Reserve will be allowed 90 days to complete the GAS for their personnel.

5.5.2. Training groups will establish followup procedures to maximize the number of surveys returned. Conduct a minimum of two followups on a maximum of a 45 calendar day cycle for all GASs not completed. Data will be retrieved and stored in a format allowing retrieval by course, Air Force specialty code (AFSC), date, and MAJCOM.

5.6.1. When scheduling field evaluations, priority will be given to courses where there is a concern about training. Training groups will complete field evaluations on initial skill and mandatory 7-skill level craftsman courses (to include Type 6) a minimum of every 2 years, or within 1 year prior to a forecasted U&TW (if the forecasted U&TW date is published in time to complete an FEQS). Other courses will be evaluated when there is a concern about training. When an initial skill or mandatory 7-skill level course is brought on line for the first time or has undergone a major revision as defined in AETCI 36-2203, start a field evaluation using graduates two to three classes following completion of validation.

5.6.1.1. The chief of the training evaluation unit is the approval authority for exceptions to the 2-year requirement for a field evaluation. Some reasons for extending the evaluation cycle may include a major revision to the training standard or a lack of sample size for the questionnaire.

5.6.1.2. Training groups will document any extensions to the 2-year requirement and coordinate with the training manager. Include reasons for the extension, the date the last field evaluation was completed, and a revised evaluation date in the documentation. Forward copies of the documentation of an approved extension to the applicable AFCFM, AETC TPM, and 2 AF/DOV.

5.6.2. Develop FEQs according to Attachment 7 to simplify completion by the customer. Use AETC Form 1610, **Graduate Evaluation Response,** or another standardized computer analysis program. When questionnaires are being developed, request inputs from the AFCFM through the AETC TPM and course personnel. (Coordination at the U&TW may fulfill this requirement.) As a minimum, ensure you

include questions concerning the ability of graduates to perform those tasks deemed critical and/or core to the career field.

5.6.4. Use Table 1 to determine the minimum number of questionnaires required. When applicable, use a representative sample of students from each MAJCOM, to include ANG, AFRC, and sister services.

5.6.5. Use the most direct route to the graduate's supervisor when requesting he or she complete an FEQ. This may mean routing through the base education and training manager. In order to achieve an adequate sample size, use one of the following methods:

5.6.5.1. Shotgun. Send an FEQ completion request to supervisors of graduates and/or graduates who have been in the field from 3 to 6 months at the same time. When using this method, data should be extractable by length of time. (For example, if mailing in June, send requests to those who graduated between January and March.)

5.6.5.2. Sequential. Send an FEQ completion request each month to graduates and/or supervisors of graduates who have been in the field for 3 months. Continue to send out mailings until a large enough sample is achieved to represent the career field. (For example, mail surveys in June for March graduates, in July for April graduates, in August for May graduates, etc.)

5.6.6. Conduct followup actions with the mission support squadron commander or equivalent if needed to reach the minimum confidence level. Attachment 8 provides a sample forwarding memorandum; Attachment 9 provides a sample followup memorandum. Achieving the desired confidence level is critical for evaluation, validity, and support of conclusions and actions in the FEQS.

5.6.6.1. When the desired confidence level is not attainable, summarize the data using the format at Attachment 10, specifically stating that the confidence level was not obtainable. Analyze the data to identify possible problem areas. If a problem area is identified, do not wait until the confidence level is attained; immediately forward to the responsible training squadron for action. ***NOTE:*** Do not use the criteria in paragraph 5.6.8 for this purpose.

5.6.6.2. When analyzing data, pay particular attention to those items deemed critical to the career field. If a critical item falls below the minimum adequacy criteria described in paragraph 5.6.8, carefully scrutinize the criteria to determine the cause. Make every effort to work with course personnel, training managers, AETC TPMs, AFCFMs, and other SMEs to determine the cause and the best course of action. Consider conducting a thorough analysis of the method of delivery, sequence of training, test results, washback rates, etc. Also consider conducting telephone interviews with supervisors of more recent graduates.

5.6.7. Using the format in Attachment 10 as a guide, report results of the FEQs, your analysis, and summary of corrective actions taken or planned for all items not meeting the training adequacy or utilization criteria described in paragraph 5.6.8. This format may vary to accommodate local needs, but it must be signed by the training group commander. As an attachment to the FEQS, identify the items failing to meet either adequacy or utilization criteria. Consider all applicable feedback data, both internal and external, when preparing the FEQS. Any specific request for information or clarification related to training provided contained on a questionnaire comment sheet will be processed the same as a CSIP inquiry. ***NOTE:*** This report is exempt from reports control symbol (RCS) requirements according to AFI 33-324, paragraph 2.11.12.

6.1.2.1. Schedule and conduct formal evaluations on a cycle not to exceed 24 months, except as noted in paragraph 6.1.2.2. An inspection by the HQ AETC/IG or 2 AF/DOV may substitute for an evaluation scheduled during that timeframe. Use of ratings is at the discretion of the group commander. If the five-tier rating system is used, define ratings in accordance with AFI 90-201, *Inspector General Activities*.

10.2.3.1. Conduct training standardization and evaluation visits.

10.2.5. Route requests for software production support pertaining to training evaluations through HQ AETC/DOOV to the AETC Computer Systems Squadron, Software Services Flight, AIS Life Cycle Support Section (AETC CSS/SCIB). (See paragraph 10.3.)

10.3. AETC CSS/SCIB will provide data automation support for training evaluation programs, including development and update of training evaluation software and programming documentation.

10.4.8.2. HQ AETC/DOO (TPM).

10.4.10. Develop a locally produced handout on the training evaluation program. As a minimum, give the handout to all mandatory 7-skill level and officer course students. ***NOTE*:** This does not apply to BMT.

10.4.15. Prepare a quarterly report on Type 6 student feedback, using the report format at Attachment 13. (See paragraph 4.2.3.)

10.4.16. Route requests for software production support pertaining to training evaluations through HQ AETC/DOOV to AETC CSS/SCIB. (See paragraph 10.3.)

Attachment 6

SAMPLE GAS EXECUTIVE SUMMARY
XXX TRG
Surveys Received (1 April - 30 June 2002)
XXX TRS

Q1. What is your assessment of the graduate's attitude and adherence to military standards?
Q2. How would you rate the graduate's ability to perform at the apprentice level as defined in the CFETP/STS?
Q3. How well do the apprentice job requirements outlined in the CFETP/STS meet the 3-level job requirements in your workplace?

① Course # And Title	② #Usable Surveys Received (QTR/YR)	③ #Sat or Higher (QTR/YR)	④ Percent Sat (QTR/YR)	Q1 #Below Sat (QTR/YR)	Q2 #Below Sat (QTR/YR)	Q3 #Below Sat (QTR/YR)
3ABR3E731 006	113/113	109/109	96/96	4/4	1/1	0/0
				⑤ 5/5	⑤ 5/5	⑤ 5/5
Fire Protection Apprentice (Air Force)						

⑥ Q1 % Sat (QTR/YR)	Q2 % Sat (QTR/YR)	Q3 % Sat (QTR/YR)
96/96	99/99	100/100

<u>COMMENTS:</u> ⑦**Q1: Field:** Supervisor was concerned with the airman's attitude. After a slow start with upgrade training, airman is doing well. **School:** Airman was a rope and student of the month so he was highly motivated. **Q1: Field:** Airman consistently failed to show up for work on time. **School:** This problem was noted during technical training. **Q1: Field:** Airman entered workcenter not meeting weight standards. **School:** New procedures in place. **Q1 & Q2: Field:** Airman has been counseled for coming in late to work. He did not know how to use hand tools. **School:** The importance of being on time and reliable is and will continue to be stressed by instructors and MTLs. We teach how to use hand tools in class and lab.

Circles:

① Self-explanatory.
② Total number of usable surveys received in a quarter/year.
③ Number of surveys where both Q1 and Q2 are satisfactory or higher. Q3 is not counted.
④ Percent satisfied calculated by dividing column 3 by column 2 rounded to nearest whole number (example 109/113 = 96.46% rounded to 96%).
⑤ Number of surveys with no response to Q1, Q2, and Q3.
⑥ Percent satisfied for Q1, Q2, and Q3 {(# Usable Surveys – # Surveys with no response – # Below Sat)/(# Usable Surveys - # Surveys with no response)}.
⑦ Comments describing followup on less than satisfactory responses for Q1 and Q2.

Attachment 7

FIELD EVALUATION QUESTIONNAIRE DEVELOPMENT

A7.1. Factors to Consider When Designing Questionnaires for the USAF Graduate Evaluation Program. When evaluators construct the field evaluation questionnaire, the following three major areas should be considered:

A7.1.1. Obtaining Data to Meet the Objectives of Field Evaluation. The objective of every evaluation project is to determine if graduates are adequately trained to perform the tasks taught in the course and required in the field. Word the questionnaire so it can be understood and answered with relative ease. Extensive background questions may also be used to permit meaningful analysis of data received. Behavioral statements and questions of observable performance should be used where possible. Emphasis should be on tasks taught in the course. Limit questions on knowledge-level objectives to a minimum. When developing the initial FEQ, emphasis should be on surveying major training standard items or headings rather than on surveying individual training standard items. Individual items may be surveyed in a subsequent survey if there are indicators of a problem in a particular area.

A7.1.2. Providing Sufficient Instructions to Ensure Completion of Questionnaires. State the purpose of the survey, authority under which it is conducted, suspense date for completion (and return if mailed), and to whom questions can be referred. Provide information on the importance of the survey and the mechanics of how to fill out the questionnaire.

A7.1.3. Designing Questionnaires for the AETC Graduate Evaluation Data System. Design questionnaires for use with a standardized computer analysis program. Format questions on the survey so answers can be recorded on a "scannable" computer analysis form, such as the AETC Form 1610. Written comments can also be obtained from the respondent by providing a remarks section on the questionnaire.

A7.2. First Question on Both Questionnaires. If the questionnaire cannot be completed, this question will ask the respondent to indicate why. This question is mandatory. He or she will pick an answer from the following choices:

Supervisor Questionnaire

0 - Working in another AFSC (explain on remarks sheet)
1 - Discharge
2 - Member does not meet standards of conduct
3 - No security clearance
4 - Transferred/reassigned
5 - Not assigned/assignment canceled
6 - Disqualified under Personnel Reliability Program
7 - Medically disqualified
8 - Other (explain on remarks sheet)

Graduate Questionnaire

0 - Working in another AFSC
1 - Awaiting security clearance
2 - Working in another duty position
3 - Attending additional formal training
4 - Medically disqualified
5 - Working in Quality Control
6 - Working in Job/Production Control
7 - Other (explain on remarks sheet)

A7.3. Rating Scale. The FEQ is used to determine if graduates were trained as specified in the training standard. In order to meet this objective, the rating scale should mirror the training standard proficiency

requirements as closely as possible. When surveying supervisors, use the task performance proficiency code descriptions (for example, Extremely Limited, Partially Proficient, etc.) whenever possible. Limit the use of satisfaction levels to only those FEQs that the proficiency code does not apply to or when surveying graduates about the training they received.

A7.4. Last Question on the Supervisor's Questionnaire. Include a question that asks the supervisor to rate the graduate's overall preparation for the job. For example, "Based on your responses to (*items one through the last question relating to the STS/CTS*), please provide an overall rating of how well the course (*list course name*) prepared the graduate to perform assigned duties as an apprentice (*enter job title*)." ***NOTE:*** Use a rating scale similar to the one used for the GAS.

A7.5. Last Question on the Graduate's Questionnaire. Include a question that asks the graduate to rate the overall training provided. For example, "How would you rate the overall training provided?" ***NOTE:*** Use a rating scale similar to the one used for the GAS.

Attachment 12

SAMPLE TYPE 6, END-OF-COURSE FEEDBACK

Course Title _____

Course Number _____

Course Start Date _____

Name of Instructor (if applicable) _____

Unit, Office Symbol, and Base _____

This questionnaire asks for your impressions of the overall training, training environment, training facilities, and the quality of instruction. Use the scale provided to indicate your rating of these areas and mark it on the answer sheet provided.

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. Not Applicable

COURSE EFFECTIVENESS

1. Course objectives were clearly stated.

2. Course objectives were relative to my job requirements.

3. Course content supported the objectives.

4. Course objectives were tested at appropriate times throughout the course.

5. Test questions adequately measured my knowledge of course objectives.

6. Test questions were understandable.

7. Beneficial and timely feedback/help was built into the courseware or was provided by the instructor.

8. Safety procedures were stressed.

9. The course was organized logically.

10. The course enhanced my knowledge, skills, and/or abilities.

ENVIRONMENT/EQUIPMENT

11. Learning environment (lighting, furniture, equipment, temperature) was satisfactory for learning.

12. Equipment required for course completion was easily accessible.

13. Equipment required for course completion functioned properly.

14. I knew how to receive technical assistance if required.

15. Technical assistance was provided in a timely manner.

COURSEWARE

16. Course materials were received in a timely fashion and in good condition.

17. The pace of course material was relative to the degree of difficulty.

18. The level of interaction enhanced my learning.

19. Course materials were easy to understand and user friendly.

20. Course pictures and videos were clear and supported training.

21. Audio added to the lesson presentations.

22. Course materials contained current and accurate information.

23. Indicate the approximate number of hours required to complete the course (using the following scale).

A. 5-10 hours B. 11-20 hours C. 21-30 hours D. 31-40 hours E. 40+ hours

24. Identify your primary learning environment during course completion (using the following scale).

A. PC at work site B. PC at home C. Computer lab at Education Office

D. Distance Learning classroom E. Other (Please indicate)_____

OVERALL COURSE RATING

25. My overall rating of this course is:

A. Outstanding B. Excellent C. Satisfactory D. Marginal E. Unsatisfactory

If your overall rating of this course is marginal or unsatisfactory, please explain in what areas you feel the training was inadequate. **PLEASE BE SPECIFIC.**

IF YOU ENCOUNTERED PROBLEMS WITH COURSE COMPLETION, PLEASE PROVIDE DETAILS FOR OUR CORRECTIVE ACTION.

Attachment 13

SAMPLE TYPE 6, JOB SITE TRAINING STUDENT FEEDBACK REPORT

Reporting Period: 1 Oct 02 through 31 Dec 02

Course Title: *(Enter course name)*

Course Number: *(Enter course number)*

Number of Graduates: *(Number of graduates in reporting period)*

Number of Graduates Responding: *(Number of graduates in reporting period who responded)*

Number of Questions With Overall Rating of Less Than 90%: _____

Summary of Findings and Corrective Actions Taken or Planned: _____

_____ _____

(Training Group Commander's Signature) Date

Attachment:
Type 6 Student Feedback Questionnaire Data

TYPE 6 STUDENT FEEDBACK QUESTIONNAIRE DATA
(Course Number/Title)
From (Start Date to End Date)

	Total Resp QTR/YR	Percent Sat > QTR/YR	Percent UnSat QTR/YR	Strongly Agree QTR/YR	Agree QTR/YR	N/A QTR/YR	Disagree QTR/YR	Strongly Disagree QTR/YR
Course Effectiveness								
1. Course objectives were clearly stated.	11/11	100/100	0/0	1/1	7/7	0/0	0/0	0/0
2. Course objectives were relative to my job requirements.	11/11	100/100	0/0	3/3	8/8	0/0	0/0	0/0
3. Course content supported the objectives.	9/9	89/89	11/11	4/4	4/4	2/2	1/1	0/0
4. Course objectives were tested at appropriate times throughout the course.	11/11	91/91	9/9	4/4	6/6	0/0	1/1	0/0
5. Test questions adequately measured my knowledge of course objectives.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
6. Test questions were understandable.	11/11	100/100	0/0	5/5	6/6	0/0	0/0	0/0
7. Beneficial and timely feedback/help was built into the courseware or was provided by the instructor.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
8. Safety procedures were stressed.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
9. Course was organized logically.	11/11	91/91	9/9	3/3	7/7	0/0	1/1	0/0
10. Course enhanced my knowledge, skills, and/or abilities.	11/11	100/100	0/0	5/5	6/6	0/0	0/0	0/0
Environment/Equipment								
*11. Learning environment (lighting, furniture, equipment, temperature) was satisfactory for learning.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
*12. Equipment required for course completion was easily accessible.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
*13. Equipment required for course completion functioned properly.	11/11	91/91	9/9	4/4	6/6	0/0	1/1	0/0
14. I knew how to receive technical assistance if required.	11/11	100/100	0/0	5/5	6/6	0/0	0/0	0/0
15. Technical assistance was provided in a timely manner.	11/11	100/100	0/0	6/6	5/5	0/0	0/0	0/0
Courseware								
16. Course materials were received in a timely fashion and in good condition.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
17. The pace of course material was relative to the degree of difficulty.	11/11	100/100	0/0	3/3	8/8	0/0	0/0	0/0
18. The level of interaction enhanced my learning.	9/9	89/89	11/11	4/4	4/4	2/2	1/1	0/0
19. Course materials were easy to understand and user friendly.	11/11	91/91	9/9	4/4	6/6	0/0	1/1	0/0
20. Course pictures and videos were clear and supported training.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
21. Audio added to the lesson presentations.	11/11	100/100	0/0	5/5	6/6	0/0	0/0	0/0
22. Course materials contained current and accurate information.	11/11	100/100	0/0	4/4	7/7	0/0	0/0	0/0
				5-10 hours	11-20 hours	21-30 hours	31-40 hours	40+ hours
23. Enter the approximate number of hours required to complete the course.				5/5	6/6	0/0	0/0	0/0
				PC at work	PC at home	Comp Lab	DL class	Other
24. Identify your primary learning environment during course completion.	11/11			1/1	0/0	2/2	1/1	1/1
				Outstanding	Excellent	Satisfactory	Marginal	Unsatisfactory
25. Overall rating of this course.	11/11	100/100		2/2	7/7	2/2	0/0	0/0
Comments								
*Questions exempt from 90% rule. AETC schoolhouse has no direct control over these items for units outside AETC. However, data, comments, and any applicable corrective actions must be annotated.								