

STANDARD OPERATING PROCEDURES (SOP)

FOR

THE COAST GUARD'S TRAINING SYSTEM

Volume 3

EVALUATION



U.S. Coast Guard Leadership Development Center
in collaboration with
Office of Training, Workforce Performance & Development (CG-132)
Coast Guard Human Resources Directorate
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USCG Training System SOP: Evaluation

Table of Contents

Training Evaluations Overview	1
Introduction	1
Purpose	1
Target Audience	1
Evaluation Levels.....	1
Level 1 Evaluations.....	2
Level 2 Evaluations.....	2
Level 3 Evaluations.....	2
Level 3 Evaluations (continued).....	3
Level 4 Evaluations.....	3
Key Roles in Training Evaluation	4
Course Chiefs.....	4
Evaluation Officer(s)	4
Instructional Design Team	4
Instructors.....	4
Program Managers	4
Rating Force Master Chiefs	4
School Chiefs	5
Students	5
Supervisors.....	5
Training Managers.....	5
Training Officers	5
How to Conduct a Level 1 Training Evaluation.....	6
Introduction.....	6
Scope	6
Tools.....	6
Write Surveys	6
Write Surveys (continued)	7
Deploy Survey	7
Deploy Survey (continued)	8
Example.....	8
How to Use Level 1 Data.....	9
Introduction.....	9
Analysis and Findings.....	9
Reports	10
Example.....	10
How to Conduct a Level 2 Training Evaluation.....	11
Introduction.....	11
Scope	11
Tools.....	11
Methods.....	11
Limitations	12
Example.....	12

USCG Training System SOP: Evaluation

How to Use Level 2 Data.....	12
Limitations	12
How to Conduct a Level 3 Training Evaluation.....	13
Introduction.....	13
Scope	13
Tools.....	15
Write Survey	15
Deploy Survey	17
Deploy Survey (continued)	18
Limitations	18
Examples.....	18
How to Use Level 3 Data.....	19
Introduction.....	19
Analysis and Findings.....	19
How to Analyze Level 3 Evaluation Data	20
References:.....	22
Appendices:	23
1-A Example of a Web-based level 1 survey	
1-B Example of a paper-based level 1 survey (SMTC)	
1-C Excerpts from a level 1 report (LDC)	
2-A Example of a level 2 Progress Quiz (LDC)	
2-B Example of a level 2 performance checklist	
3-A Level 3 Survey Template - Graduates (CG-132)	
3-B Level 3 Survey Template - Supervisor (CG-132)	
3-C Explanation of the level 3 sample table (LDC)	

USCG Training System SOP: Evaluation

Training Evaluations Overview

Introduction An evaluation is a process used to measure the value and effectiveness of training. An effective evaluation provides the feedback essential to revise, improve, or justify training and potentially other performance interventions (e.g. policy, qualifications, tool, or equipment).

Purpose This SOP provides guidelines for conducting standardized evaluations of performance-based courses within the Coast Guard training system. Evaluation data should be used by a variety of Coast Guard entities when making critical training decisions.

The Coast Guard's evaluation program is based on Dr. Donald Kirkpatrick's levels of evaluation. The Kirkpatrick model is not the only model available, but it is well-suited to the evaluation needs of Coast Guard training.

Target Audience This SOP is intended for use by personnel in the Coast Guard training system charged with conducting evaluations, as well as the end users of training evaluations including Program and Training Managers. Although not required, users of this SOP will find familiarization with the basic evaluation process to be helpful.

Evaluation Levels This SOP describes the four levels of evaluation in the Kirkpatrick model. The levels are:

- Level 1 – Reaction Evaluation – Captures the student's satisfaction.
- Level 2 – Learning Evaluation – Assesses the student's ability to demonstrate mastery of Terminal Performance Objectives (TPO) in the training environment.
- Level 3 – Behavior Evaluation – Measures intervention impact on actual on-the-job performance.
- Level 4 – Results Evaluation – Determines benefit to the organization.

USCG Training System SOP: Evaluation

Training Evaluations Overview, continued

Level 1 Evaluations

Level 1 *Reaction* evaluations measure the student's reactions to the course content, materials, learning environment, and instructor's performance. The purpose is to capture the student's perspective of the training as well as to enhance learning transfer by affording the students an opportunity for input on their training experience.

Although positive student reactions do not necessarily mean that learning actually occurred, negative student reactions may indicate shortcomings with a course or the training environment which leads to reduced learning opportunities.

Level 2 Evaluations

Level 2 *Learning* evaluations assess the extent to which the training changed attitudes, increased knowledge, and developed or improved skills. Ideally, this is accomplished by measuring the student's ability before and after training takes place in the training environment. Comparing the students' pretest with their post-test results helps to determine the amount of learning that actually occurred and helps shape course content and structure. If the knowledge being introduced to the student is new, there is no need for a pretest. (Kirkpatrick and Kirkpatrick, 2006)

These evaluations ensure the student is able to perform the required objective while in the training environment.

Level 3 Evaluations

Level 3 Behavior evaluations measure the graduate's performance of the learned objectives in the actual working environment, i.e., "on the job". Specifically, these evaluations are used to ascertain if newly acquired attitudes, knowledge, and skills are being applied in the workplace. For an accurate assessment, the graduate must be given the opportunity to use these newly acquired behaviors. Typically, a good rule of thumb is to schedule the evaluation approximately 6 months after the training is completed. However, there may be occasions when the timing of the evaluation needs to be adjusted to meet other factors. (For example, an introductory or preparatory course being conducted before the graduates have been assigned to a position utilizing these new skills.) Additionally, these evaluations are unique in that they require the willing participation of graduates and their first-line supervisors since both will be asked to complete similar but different evaluations. (Kirkpatrick and Kirkpatrick, 2006)

USCG Training System SOP: Evaluation

Training Evaluations Overview, continued

Level 3 Evaluations (continued)

The data collected provide meaningful insight regarding the transfer of learning from the training environment to the work environment, validate learning objectives, and help identify barriers that detract from this transfer.

Level 4 Evaluations

Level 4 *Results* evaluations measure the organizational impact of the trained behaviors. Commonly referred to as “Return on Investment”, level 4 attempts to quantify the value-added of a performance intervention.

Responsibility for level 4 evaluations resides at the program manager/training manager level, thus specific procedures are not detailed in this SOP. Programs wishing to pursue level 4 evaluations should consult with their assigned Headquarters Training Manager. Training Managers should refer to Dr. Donald L. Kirkpatrick’s methodology or similar models for implementation.

USCG Training System SOP: Evaluation

Key Roles in Training Evaluation

Introduction Depending upon the unit's Personnel Allowance List (PAL), roles and responsibilities described within this SOP may be combined or assigned as a collateral duty.

(Roles listed in alphabetical order.)

Course Chiefs Course chiefs ensure instructors conduct level 1 and 2 evaluations, and implement course changes as recommended by the Training Center (TRACEN) Training Officer (TO) and TRACEN Instructional Design Team.

Evaluation Officer(s) Evaluation Officer is an informal term for the person(s) assigned by the TO to manage the evaluation processes at their TRACEN.

Instructional Design Team The Instructional Design Team at the TRACENs use the evaluation data to determine if the course has been successful in helping students achieve the TPO. They also use evaluation data to modify existing materials to continuously improve training.

Instructors In addition to teaching, the role of the course instructors is two-fold: They implement data collection strategies for level 1 and 2 evaluations, and they implement course changes as recommended by the TO and Instructional Design Team. Additionally, the instructors convey to the students the importance of providing timely, constructive feedback through level 1 and 3 evaluations.

Program Managers Program Managers (PM) are staff officers assigned to U.S. Coast Guard Headquarters designated by and responsible to the program director for the detailed management of a Coast Guard program. They make decisions affecting whether courses are maintained, deleted, or modified with the data received from level 3 evaluations.

Rating Force Master Chiefs Rating Force Master Chiefs (RFMC) are individuals within the PM's organization responsible for the oversight of a Coast Guard enlisted rating. This oversight includes structural concerns for the rating's size and grade distribution, location of billets, the setting of performance standards, and the content of performance

USCG Training System SOP: Evaluation

Key Roles in Training Evaluation, continued

Rating Force Master Chiefs (continued) qualifications. The RFMC is the principal advocate for ensuring that standards are related to the job and mission performance requirements. The RFMC is responsible for the composition and currency of their managed rating's enlisted performance qualifications, "A" schools, and "C" schools.

School Chiefs School chiefs provide the leadership, personnel, and resources needed to collect level 1 and 2 data, and implement course changes as recommended by the TO and TRACEN Instructional Design Team. Additionally, they are often the main link to the RFMC and PM.

Students The students are the primary source of level 1, 2, and 3 data. Most students give valuable feedback when asked in a professional and unobtrusive manner.

Supervisors Although the supervisors of course graduate are not a source of level 1 or 2 data, they are a rich source of level 3 data. Some evaluators consider level 3 data from supervisors to be more telling of a graduate's performance than the data provided by the graduates. Though sometimes more difficult to obtain, supervisors' feedback results in a much more robust level 3 evaluation.

Training Managers Training Managers (TM) are assigned to Coast Guard Headquarters, Office of Training, Workforce Performance & Development (CG-132) responsible for all resident and nonresident training and education programs.

Training Officers Training Officers (TO) are responsible for the overall evaluation program at each TRACEN, though the day-to-day administration of this task is generally delegated to an Evaluation Officer.

USCG Training System SOP: Evaluation

How to Conduct a Level 1 Training Evaluation

Introduction Level 1 evaluations measure student reactions to and satisfaction of a course(s) and the training environment (e.g. customer satisfaction survey). “If training is going to be effective, it is important that the student reacts favorably to it. Otherwise, they will not be motivated to learn” (Kirkpatrick and Kirkpatrick, 2006, p. 27). Through the students, we learn how effective the training and education programs are and how they can be improved.

Scope At a minimum, a level 1 evaluation shall be implemented to assess student reactions to course content (including its relevance to their job), instructor performance, and the classroom environment. A level 1 evaluation shall be implemented for 100% of the student population. The scope of the level 1 evaluation may be expanded to address the overall TRACEN environment, including the galley, barracks, gymnasium, etc.

Tools Evaluation Officers may choose to use a Web-based program like Vovici’s Enterprise Feedback Management (EFM) Community, paper-based surveys, or personal interviews. EFM is the Web-based survey tool recommended and supported by CG-132, due to its ease of deployment, data storage capabilities, and standardized reports.

Write Surveys When writing a survey for a level 1 evaluation, it is important to keep in mind the following best practices:

- Begin with the end in mind and only ask questions that lead to that end.
- Ask easy questions first to build user confidence.
- Keep the survey short. Balance information needs with survey length.
- Ask “need to know” not “nice to know” questions.
- Ask questions that can be accurately interpreted, consistently answered, and written in such a manner that the student will be willing to answer.
- Ask questions that measure the course content, relevance to the job, instructor’s performance, and the classroom environment.

How to Conduct a Level 1 Training Evaluation, continued

Write Surveys (continued)

- Be specific with questions. Do not write “double barrel questions” such as “the materials were helpful and understandable”. Students may not be able to respond similarly to both points (helpful and understandable).
- Ask demographic questions at the end to maximize survey completion rates.
- Use a 5-point Likert scale for closed-end questions. It’s a more balanced approach in that it has a mid-point and two end-points making it easier for the survey participant to distinguish differences between rating options.
- Attempt to keep the same Likert scale throughout the survey. It makes it much easier for the survey participant to complete. For example, use a 5-point scale that goes from “strongly agree” to “strongly disagree” for a majority if not all survey questions.
- Encourage written comments and suggestions through open-ended questions. Comments provide an opportunity to collect important feedback that may otherwise be missed through closed-end questions. However, they do present challenges in the overall analysis.
- Encourage stakeholders to use other means to collect more detailed data on specific areas (e.g. point-of-service surveys).

Deploy Survey

A level 1 evaluation should be provided to all students either near the beginning or near the completion of a course or training module. Available resources will determine what is more practical. Realize that at the conclusion of the training, most students are eager to depart and will not spend a lot of time on the evaluation. Thus, it is important that the training schedule allows sufficient time for the students to complete the survey before the instructor’s final comments. Noting this concern, consideration should be given to providing the students with access to the evaluation at the beginning of an extended training session – typically three days or more. This will enable the students to provide well-thought-out and timely feedback when the events of the class are still fresh in their minds. Otherwise, students may be unable to accurately recall the details of the training to include who their instructor was or accurately recall and rate individual modules of course content. Another option is to incorporate an abbreviated evaluation form in the student’s course material that provides them with the ability to keep evaluation notes that they can transcribe at a later time to an electronic, level 1 evaluation.

USCG Training System SOP: Evaluation

How to Conduct a Level 1 Training Evaluation, continued

Deploy Survey (continued)

The level 1 evaluation is typically administered by course instructor(s), though sometimes the Evaluation Officer does this task. This is usually done using computer workstations and a link to a survey hosted on a Web-based platform like EFM. The instructor should stress the importance of the evaluation, encourage honest and accurate feedback, assist with log-on issues, and ensure completion of the survey. This time can also be utilized to inform students that they will receive a level 3 evaluation in approximately 6 months to assess if they are using the newly learned skills on-the-job.

In addition to providing valuable customer satisfaction data, the level 1 evaluation process also provides an important mechanism for the adult student to have input on the training provided. This ability to contribute input is important to enhance retention and transfer of learned skills to the job.

Example

Examples of a level 1 evaluation are provided in Appendices 1-A and 1B. They are for illustrative purposes only and should not be construed as being the only way to conduct a level 1 evaluation.

How to Use Level 1 Data

Introduction

In order for TRACENs to benefit from level 1 data, it must be analyzed and shared with others. The following section provides guidance on what to do with level 1 data.

Level 1 data are intended as feedback for the TRACEN and instructor personnel. Thus, level 1 evaluation data are designed for internal use only at the TRACENs and should not be distributed beyond that point. Additionally, discretion should be used in the sharing of instructor feedback beyond individual instructors and their supervisors, unless a shared culture of open feedback among the instructors is in place. It is important for the Evaluation Officer to establish a distribution process that disseminates the information to everyone that needs it and provides appropriate confidentiality.

Analysis and Findings

It is the responsibility of the Evaluation Officer to compile the level 1 evaluation data and share the findings with the school and TRACEN Instructional Design personnel. The following are some options for analyzing level 1 data:

- **Benchmarks:** Compare results to known benchmarks (e.g. other TRACENs) and report comparisons.
- **Dashboard:** Report all areas as dashboard readings (e.g. green, amber, and red).
- **High 3:** Report the three highest areas on the survey.
- **Low 3:** Report the three lowest areas on the survey.
- **Thresholds:** Determine acceptable level of performance, and report all areas that do not meet that level of performance.
- **Trends:** Compare results to previous time periods and report trends.

It may also be useful to look at sub-groups within the larger sample or investigate further when a large number of comments share a common theme.

Findings are the basis for recommendations and improvements. Decision makers and stakeholders can use the recommendations to address student dissatisfaction or negative reactions to the learning environment. The Evaluation Officer may want to consult with the stakeholders in formulating recommendations.

USCG Training System SOP: Evaluation

What to Do with Level 1 Data, continued

Reports Evaluation Officers must provide their recommendations to decision makers and process owners in a timely manner and in a usable format. These reports can be verbal, paper-copy, electronic, or any combination. Written reports should include “For Internal and Official Use Only” printed on all pages.

Example An example of a level 1 evaluation report is provided in Appendix 1-C. It is for illustrative purposes only and should not be construed as being the only way to report recommendations.

USCG Training System SOP: Evaluation

How to Conduct a Level 2 Training Evaluation

Introduction Level 2 evaluations measure student learning and performance in the training environment (i.e. performance test). Level 2 evaluations are administered by course instructors.

Scope Level 2 evaluations should be conducted on 100% of the student population. The evaluation methods vary widely based on course content, however all should check student performance in the training environment, i.e., did the student meet the TPO(s).

Tools The Job Aid for Writing a Test for a TPO is the Coast Guard's primary guide for developing a level 2 evaluation. (See CG Central Web site, "[Level III Training Evaluations](#)" Microsite, "Job Aid for Writing a Test for a Terminal Performance Objective (TPO)". If you don't have access to this Microsite, request access from CG-1322.) Courses developed using the Accomplishment-Based Curriculum Development (ABCD) system are required to have performance tests that can be used as the level 2 evaluations. For courses developed using the Course Design Course (CDC), performance tests can be adapted for use as a level 2 evaluation by following the job aid.

Methods Performance tests should simulate the standards expressed in the conditions of the TPO, using the highest level of simulation possible. Knowledge-based tests are appropriate only when specified within the TPOs. For instance, when the performance requires "writing" or "calculating a number" or "recalling from memory without references", the test of the TPO will likely be a paper-based test.

Enabling Objectives (EO) are the building blocks of desired performance (i.e. TPOs). EO may be tested in a variety of formats: verbal response, observed behavior, pen and paper tests (e.g. quizzes), etc. Typically, EO tests will not have the validity and reliability to make a final judgment about a student's performance. They should be used as a progress check to redirect a student's learning. Level 2 evaluations should test TPOs and EOs directly and avoid "nice to know" additions.

USCG Training System SOP: Evaluation

How to Conduct a Level 2 Training Evaluation, continued

Limitations Level 2 evaluation data attest to the student's completion of the training curriculum. Students will successfully complete all level 2 evaluations in order to get credit for completion of the course of instruction. TRACENs should have an in-house process for tracking level 2 assessments. The process should include managing students who are not successful in level 2 evaluations including remedial instruction and retest, reversion in training, disenrollment, etc.

Example Refer to Appendix 2-A and 2-B for examples of level 2 evaluation data collection systems. The exact manner in which a level 2 evaluation is done is left to the discretion of the Training Officer.

How to Use Level 2 Data

Limitations Although level 2 evaluation data are not typically *analyzed* in the Coast Guard, some evaluation programs may track data trends for their own purposes. However, guidance for doing so is not provided in this SOP.

USCG Training System SOP: Evaluation

How to Conduct a Level 3 Training Evaluation

Introduction Level 3 evaluations measure whether course graduates have performed the TPOs in the workplace. The prescribed method is a survey administered to both graduates and their supervisors approximately six months after graduation.

Scope Level 3 evaluations should be conducted for every convening of every “A” and “C” school course. If resource constraints preclude 100% coverage of all convenings, refer to the following table for the minimum required number of completed level 3 evaluations. Remember to take into account non-response (graduates and supervisors who fail to take the survey) and non-completion (graduates and supervisors who fail to complete the survey) rates. These shortfalls may result in needing to increase the number of surveys sent in order to ensure the number of completed surveys are met.

A Projected Student Load (Per Year) from Curriculum Outline Staffing Standards computation worksheet	B Completed Surveys Needed (assumes 100% completion rate)	
	Graduate	Supervisor
Less than 28	All	All
28 to 54	28	28
55 to 79	39	39
80 to 109	50	50
110 to 139	60	60
140 to 174	68	68
175 to 224	76	76
225 to 269	84	84
270 to 329	89	89
330 to 399	95	95
400 to 489	100	100
490 to 604	105	105
605 to 759	109	109
760 to 974	113	113
975 to 1294	117	117
1295 to 1819	121	121
1820 to 2839	124	124
2840 to 5999	127	127
6000 or more	130	130

Note: See Appendix 3-C for an explanation of this table and sampling theory.

How to Conduct a Level 3 Training Evaluation, continued

Scope (continued)

To use the table on the previous page, you will need the schedule of classes for a given Fiscal Year (FY), the projected student load from the curriculum outline, an estimate of the lowest expected response rate for a given class, and a mechanism for deriving a random sample. A random sample can be described as a sample where each member in the population has an equal chance of being selected. A random sample can be systematic (every nth class) or derived from a random numbers generator such as random numbers table, calculator, tossing a coin, or rolling dice. When choosing your sampling scheme, be aware of the following:

1. A systematic sample may follow a pattern which is unknown to the evaluation team (e.g., every fifth class may be held on a cutter; every sixth class is attended by only O-3s instead of a mix of Officers and Enlisted members).
2. Despite some inherent bias, it might be best to select a random schedule that tends to avoid seasons of known low response rate, i.e., holidays.

We suggest only selecting a random sample of classes during the first 3 quarters of the fiscal year that meets the expected completion rate. It is ideal to keep the 4th quarter open to allow for any modifications in the survey schedule should classes be cancelled or the required number of completed evaluations is not achieved.

For example, a class has a projected quota of 500 students, 12 classes, with approximately 42 students per class. Based on the table, we would need 105 completed surveys, assuming there is 100% completion rate. If the expected completion rate is 70%, to achieve 105 completed surveys, the number of evaluations needed to send increases to 150 (105/70%), or 4 classes.

Based on the number of classes needed to evaluate, create a random schedule of classes. For example, one possible random schedule of the 4 classes needed to evaluate (given 12 classes in the FY) could be classes 1, 3, 5, and 6. To help simplify this process, a level 3 scheduling tool has been created and can be found on CG Central Web site, "[Level III Training Evaluations](#)" Microsite, "Level 3 Schedule Creation Tool".

To ensure the effectiveness and usability of level 3 evaluations the following criteria should be in place prior to initiating a level 3 evaluation for a specific course.

USCG Training System SOP: Evaluation

Scope (continued)

- Curriculum Outline: Ensure there is a curriculum outline, developed in accordance with the Curriculum Outline SOP, and submitted to CG-132 for review/approval.
- Terminal Performance Objectives: Ensure each TPO in the curriculum outline is written in accordance with the Curriculum Outline SOP. Valid TPOs are data driven and based on job requirements as identified by PMs. Without valid, specific TPOs, the evaluation will not be accurate.
- Level 2 Evaluations: A level 2 evaluation process is in place for the course of instruction.

Tools

The Enterprise Feedback Management (EFM) system is the prescribed tool for developing and managing level 3 evaluations. EFM is Web-enabled software, developed by Vovici and installed on a Coast Guard server. It is accessible to Coast Guard members with Internet connectivity and a valid EFM username and password. For assistance with EFM access, contact CG-132.

CG-132 has contracted Vovici to develop a software program that is designed to organize level 3 data in a format that should simplify the analysis process. The reporting tool will be maintained on the same Coast Guard server as EFM. The reporting tool's is currently under development.

Additionally, CG-132 has offered to provide the TRACENs with a list of course graduates and their supervisors to include their e-mail addresses. The TRACENs must contact CG-1322 with their request in advance via an e-mail with the course code and session number(s).

Write Survey

Level 3 evaluations are typically administered by the Evaluation Officer to graduates and their supervisors approximately six months after graduation; however, the level 3 survey can be written as soon as a course's TPOs are submitted to CG-132 for review.

Level 3 evaluations must be designed and administered using the prescribed CG-132 survey templates. (See Appendix 3-A and 3-B.) These templates ensure level 3 evaluation data are: 1. Maintained in a centralized location, 2. Properly formatted for the level 3 automated reporting tool to preclude unnecessary data calls and 3. Captured in an automated, least labor intensive manner.

How to Conduct a Level 3 Training Evaluation, continued

Write Survey (continued)

At a minimum, level 3 evaluations should consist of the following:

- An introduction stating the purpose of the survey, the value of the data to the training system, an estimate of the length of time needed to complete the survey, and instructions on completing the survey.
- A question for each TPO listed in the course curriculum outline. The question must ask whether the graduate has performed the TPO. It shall include the performance portion of the TPO. The condition and standard portion of the TPO may be included in the level 3 question but are not required.
- A follow-up question for each negative response to the initial TPO question (i.e., If no, then why? See Appendix 3-A and 3-B.). Survey takers will then choose from five responses. These are:
 - Lack of skills or knowledge to perform the task
 - Have not had the opportunity to perform the task
 - Someone else performs this task at the unit
 - Unit has different equipment than the graduate was trained on
 - Unit has different procedures that the graduate was trained in

After all TPO questions and follow-up questions, there are two additional sections:

- A comment section
- A demographics section

The comments section allows the survey taker the opportunity to explain their responses in more detail.

The demographic section should only include questions that will be analyzed. For example, knowing the graduate's "unit type" is extremely helpful during data analysis and may be a factor in determining performance or non-performance of a TPO. Questions about gender, race, age, educational attainment, marital status, etc. should only be asked if the data will be used in a helpful and ethical way. Questions that survey takers find intrusive will likely lower survey completion rates and negatively affect overall validity and reliability. See Appendix 3-A and 3-B.

How to Conduct a Level 3 Training Evaluation, continued

Write Survey (continued)

Additional questions may be included to meet the individual needs of each TRACEN as long as they are in line with the goals of level 3 evaluations and are used to improve analysis.

The above is an overview of how to write Coast Guard level 3 evaluations. More details on developing a level 3 survey can be found in the job aid located at the CG Central Web site, "[Level III Training Evaluations](#)" Microsite, "Job Aid for Developing Level 3 Surveys Using Vovici/EFM." For access to the Microsite contact CG-1322.

Deploy Survey

Once the level 3 survey has been developed, the link to the on-line level 3 surveys is typically e-mailed to graduates and their supervisors approximately six months after graduation. The link may be sent using Microsoft Outlook's e-mail or it may be generated and sent using EFM. Survey responses are captured in the EFM database for analysis.

Research has shown that multiple contacts with the graduates and supervisors when conducting an evaluation can effectively increase response rates more than any other technique. Multiple contacts begin with a prenotice e-mail, followed by an e-mail with the survey link, and subsequent reminder e-mails (Dillman, 2000).

The prenotice e-mail should be brief, personalized, positively worded and aimed at building anticipation. If the wording sets a positive tone, it improves the likelihood that the evaluation will not be discarded when it arrives. For the supervisor, it also serves as an opportunity to inform the TRACEN that they no longer supervise the identified graduate. Which in turn provides the TRACENs with the opportunity to update the supervisor records before the level 3 survey is actually deployed. The prenotice e-mail would typically precede the survey by 2 days to a week.

The link to the on-line survey would typically follow no later than a week after the prenotice e-mail. The link should be included in a one page, personalized cover letter (e-mail) briefly explaining the importance of the evaluation. It should include a confidentiality statement and the desired date for the survey to be completed. A majority of the participants will respond to the evaluation as soon as they receive it. Thus, asking for the survey to be completed in a week is not unreasonable.

USCG Training System SOP: Evaluation

How to Conduct a Level 3 Training Evaluation, continued

Deploy Survey (continued)

However, one week may not provide the number of responses needed to make an informed analysis. Reminder e-mails will assist in achieving a higher response rate. The number of reminders and the period of time the survey remains open is the Evaluation Officer or the TO's decision, but two to three reminders is appropriate for extending the survey closure date in small increments for each reminder. Be sure to include the survey link in each reminder e-mail with any other information that may assist the participant in gaining access to the survey. Typically, close the evaluation three weeks after the evaluation was originally deployed.

More details on deploying a level 3 survey can be learned from the job aid found at the CG Central Web site, "[Level III Training Evaluations](#)" Microsite, "Job Aid for Developing Level 3 Surveys Using Vovici/EFM. (For access to the Microsite contact CG-132.)

Limitations

Level 3 evaluations are designed to validate training that the training centers are providing. Level 3 evaluations are rarely used as the sole instrument for making decisions about training or non-training interventions. Decision makers should look for other data to "[triangulate](#)" or augment level 3 survey data.

Examples

Examples of the prescribed templates for level 3 surveys are provided in Appendix 3-A and 3-B.

USCG Training System SOP: Evaluation

How to Use Level 3 Data

Introduction

In order for TRACENs to benefit from level 3 data, it must be analyzed and shared. The following section provides guidance on what to do with level 3 data.

Analysis and Findings

It is the responsibility of the Evaluations Officer to compile the level 3 evaluation data and report for internal use at a TRACEN. The TM is responsible for extracting level 3 data for the TM and PM's use.

Level 3 data indicate whether students are actually doing what they were taught in school within the six-month period immediately following graduation. An aspect of this is called knowledge "transfer" (i.e., are students able to take the behaviors learned in the classroom and apply them in the workplace). Another aspect of the Coast Guard level 3 evaluation measures the relevancy of the TPOs to the actual world of work. Ideally, 100% of graduates would answer "yes" to all TPO questions. This would indicate the complete transfer of knowledge, skills, and attitudes of relevant TPOs; it would also provide insight into the effectiveness and efficiency of the training program.

The next step is to examine the responses to the follow-up questions for "no" responses in order to determine why graduates have not performed the TPO. If the responses for not performing include "Lack of skills or knowledge to perform the task," this may indicate ineffective training which should be further examined.

Demographic data should also be considered, as they may explain why graduates are not performing the TPO. For example, cross-tabulating responses by "unit type" may indicate a trend that only exists at a particular unit. This trend may be less apparent when looking at the group as a whole. Additional comments are far more difficult to analyze than numerical data or answers chosen from a list, but they may also provide information about those not performing the TPOs.

USCG Training System SOP: Evaluation

What to Do with Level 3 Data, continued

How to Analyze Level 3 Evaluation Data

The following is provided as a general guideline when reviewing level 3 evaluation results. The initial step in analyzing the data is to identify TPOs that fall outside the established markers (table below). Further analysis of the TPO should be conducted when results exceed the established makers.

Level 3 TPO Data Markers

Category	Marker
1. Lack of skills or knowledge	5%
2. No opportunity to perform	30%
3. Someone else performs this task at the unit	30%
4. Different equipment at unit	25%
5. Different procedures at unit	25%

IF (indicators):	THEN:	Stakeholders
Lack of Skills or knowledge	Investigate: -all level 2 evaluations -providing students with additional practice opportunities	TRACEN/ CG-1322
No opportunity to perform	Investigate: - developing job aids - elimination of the task - whether environmental barriers exist - whether there is a lack of supervision and reinforcement for correct performance	PM / RFMC/ CG-1322
Someone else performs this task at the unit	Communicate this to the PM and/or RFMC to help resolve.	PM/ RFMC/ CG-1322
Different equipment at unit	Communicate this to the PM and/or RFMC to help resolve.	PM / RFMC/ CG-1322
Different procedures at unit	Communicate this to the PM and/or RFMC to help resolve.	PM / RFMC/ CG-1322

An automated level 3 data reporting tool is under development for use by CG-132 and the TRACENs. TMs can view real-time level 3 data without the burden of data calls to the TRACENs by contacting CG-132. Program/Force managers can also view the data with the TM. All queries for level 3 data should be referred to the TM responsible for the specific curriculum.

What to Do with Level 3 Data, continued

**How to Analyze
Level 3
Evaluation Data
(continued)**

Evaluations officers must provide reports to the internal TRACEN Instructional Design Team in a timely manner and in a usable format. The following are some options for reporting level 3 data:

- Dashboard: Report all areas as dashboard readings (e.g. green, amber, and red).
 - Low 3: Report the three lowest TPOs on the survey.
 - Trends: Compare results to previous time periods and report trends.
 - Benchmarks: Compare results to known benchmarks (e.g. other training centers), and report comparisons.
 - Thresholds: Determine the acceptable level of performance and report all areas that do not meet that level of performance.
-

USCG Training System SOP: Evaluation

References:

Kirkpatrick, D. L. & Kirkpatrick, J. D. (2005). *Evaluating Training Programs: The four levels* (3rd ed). San Francisco, CA: Berrett-Koehler Publishers, Inc.

Dillman, D. A. (2000). *Mail and Internet Surveys: The Tailored Design Method* (2nd ed.) New York, NY: John Wiley and Sons, Inc.

Appendices:

Level 1 Evaluations

- 1-A Example of a Web-based level 1 survey (LDC)
- 1-B Example of a paper-based level 1 survey (SMTC)
- 1-C Excerpts from a level 1 report (LDC)

Level 2 Evaluations

- 2-A Example of a level 2 progress quiz (LDC)
- 2-B Example of a level 2 performance checklist

Level 3 Evaluations

- 3-A Level 3 Survey Template – Graduates (CG-132)
- 3-B Level 3 Survey Template – Supervisors (CG-132)
- 3-C Explanation of the level 3 sample table (LDC)

The following is an example of a level 1 survey used at one of the TRACENs.

Leadership and Management School

Level I Survey

**Course:
340720 (LAMS "C" School)**

Please complete the following survey, designed to give you, the student, an opportunity to provide input on the instruction you received.

We recommend you open the survey on a daily basis and answer those questions covering the instruction for that day. This should enable you to provide valuable feedback while the instruction is still fresh. Thus, this survey was designed with a Save button to save your entries allowing you to complete the survey at a later time. Use the original Internet link that you were provided to resume the survey.

Many of the survey questions will ask for a rating from "Strongly Disagree" to "Strongly Agree." If you select "Disagree" or "Strongly Disagree", please explain why in the section labeled comments in order that we may address any deficiencies.

When providing comments, please be sure to provide complete explanations to describe your thoughts. For example, "the module was great" does not offer an explanation why the module was great. To be a useful comment, we ask that you provide support to this claim, e.g., "The module was great because I learned skills I could apply on the job." Only these types of comments with full explanations provide meaningful data to improve the course.

Your responses will remain confidential and grouped in a way that will maintain your anonymity.

We truly appreciate your candor in assisting us to provide a program that meets the needs of our future students and of the United States Coast Guard.

The following six fields are hidden from the respondent in the survey. The information can either be Preselected or piped into the survey.

Course code: _____
Session number: _____
Course name _____
Location: _____
Start date: _____
Graduation date: _____

Section I: Module, Exercise, and Instructor Ratings

This survey covers the following modules and exercises which may or may not follow the schedule that was provided by your instructor.

- 1.1 – Orient Personal Leadership Perspective with Leadership Competencies
- 1.2 – Develop Self Awareness of Personal Behaviors and Impact
- 2.1 – Employ Motivational Models to Influence Others
- 2.2 – Employ Effective Communications
- 2.3 – Employ Team Building Models and Techniques
- 3.1 – Employ Decision Making and Problem Solving Techniques
- 3.2 – Employ the StratLead Model Techniques for Influencing Others
- 3.3 – Employ the Interact Model for Influencing Others
- 3.4 – Employ Conflict Management Techniques
- 3.5 – Employ Resolution Principles to Ethics Situations
- 4.1 – Employ USCG Human Resource Management Policies
- 4.2 – Communicate Leadership Initiatives Available in the Workplace
- 5.1 – Integrate leadership Techniques to Influence Performance

Please rate the content of the Orient Personal Leadership Perspective with Leadership Competencies Module. (Answer required.)

Rating:

Strongly Disagree Neutral Agree Strongly Agree
Disagree

What I have learned will help me on the job.
The outlines, training aids, exercises, and references were easy to understand.
The time allotted was adequate.

Who was your instructor? (Answer required.)

LT Smith

Other (Please identify): _____

Please rate your instructor. (Answer required.)

Rating:

Strongly Disagree Neutral Agree Strongly Agree
Disagree

Demonstrated an understanding of the material.
Was well prepared for class.
Communicated in a way that could be easily understood.
Met all course objectives.

Please provide any comments and/or suggestions.

Please rate the content of the Develop Self Awareness of Personal Behaviors and Impact Module. (Answer required.)

Rating:

Strongly Disagree Disagree Neutral Agree Strongly Agree

What I have learned will help me on the job.
The outlines, training aids, exercises, and references were easy to understand.
The time allotted was adequate.

Who was your instructor? (Answer required.)

CWO Jones

Other (Please identify): _____

Please rate your instructor. (Answer required.)

Rating:

Strongly Disagree Disagree Neutral Agree Strongly Agree

Demonstrated an understanding of the material.
Was well prepared for class.
Communicated in a way that could be easily understood.
Met all course objectives.

Please provide any comments and/or suggestions.

NOTE: The same format was used for all course modules/objectives.

Section II: Overall Rating of the Leadership and Management School

Please provide us with your overall rating of Leadership and Management School. (Answer required.)

Rating

Strongly Disagree Disagree Neutral Agree Strongly Agree

This course is beneficial to the Coast Guard.
I was satisfied with the course.
The course was well organized.

Please provide any comments and/or suggestions.

Section III: Classroom Environment

Please tell us about the classroom and visual aid equipment. (Answer required.)

Rating

Strongly Disagree Disagree Neutral Agree Strongly Agree

The classroom environment (e.g., lighting, room temperature, acoustics) was conducive to learning.
The visual aids/training aids (e.g., classroom computers, projection equipment) were conducive to learning.

Please provide any comments and/or suggestions.

Section IV: Quality of Life Issues

Please tell us about your stay at the Coast Guard Academy.

Did you stay at Munro Hall?

Yes

No (Branching used to skip the following question which requires a page break.)

Please rate the quarters in Munro Hall.

Rating	Poor	Fair	Good	Very Good	Excellent
Cleanliness					
Customer Service					
Day Room					
House Keeping					
Laundry Room					
Price					
Room Size					
Room temperature					

Did you eat at All Hands?

Yes

No (Branching used to skip the following question which requires a page break.)

Please rate the All Hands eating facility.

	Poor	Fair	Good	Very Good	Excellent
Cleanliness					
Customer Service					
Price					
Quality of Food					
Variety					

Please provide us with your overall rating of the following base facilities. (If you didn't use a facility, please select "Not Applicable.")

	Poor	Fair	Good	Very Good	Excellent	Not Applicable
Bowling Alley						
Chapel						
Chiefs Club						
Clinic						
Coast Guard Exchange						
Dry Cleaning						
Drydock Snack Bar						
Gymnasium(s)						
Library						
MWR Customer Service Office						
Officers Club						
Parking						
Pool(s)						
Uniform Center						

Please provide any additional comments that you may have about the facilities at the Coast Guard Academy.

Section V: Demographics

What is your gender?

- Female
- Male

Are you Hispanic or Latino? (Note: Hispanic or Latino is defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.)

- Yes
- No

What is your racial background? (Select one or more of the following races you consider yourself to be.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other (Please specify.): _____

What was your age at your birth date?

Age: _____

What is your current status?

- Active duty
- Reserve
- Auxiliary
- Civilian
- Cadet
- Officer Candidate
- Other (Please specify.) _____

What is your pay grade?

- E-2
- E-3
- E-4
- E-5
- E-6
- E-7
- E-8
- E-9
- W-2
- W-3
- W-4
- O-1
- O-2
- O-3
- O-4
- O-5
- O-6
- GS-4 to GS-6
- GS-7 to GS-11
- GS-12 to GS-13
- GS-14 and above
- WG

N/A

What is your rating (Enlisted members only)?

AET
AMT
AST
BM
DC
EM
ET
FS
GM
HS
IS
IT
IV
MK
MU
MST
OS
PA
PS
SK
YN

Other (Please specify.) _____

What is your unit type?

WAGB
WHEC-378
WMEC-270
WMEC-210
WLB-225
WLM-175
WTGB-140
WPB-123
WPB-110
WPB-87
Sector
Group
Small Boat Station
Air Station
MSU / MSD
LORAN Station
ISC
ESU / ESD
Headquarters
Area
District
Training Center
CG Academy
LDC
CG Finance Center
CG Institute
PSU
MSST
TACLET

Other (Please specify.)_____

What is the highest level of education you have achieved?

High School or GED

Associate Degree

Bachelors Degree

Masters Degree

Professional/Doctorate Degree

Example of a paper-based Level 1 Evaluation

SPECIAL MISSIONS TRAINING CENTER
INSTRUCTIONAL RATING FORM (IRF)

Student: _____ Instructor: _____

Course: _____ Lesson: _____

The IRF is designed to collect student's input regarding instruction at SMTC. This data is used to assess instructor efficiency and effectiveness of training materials. If you identified a discrepancy, please provide a recommendation that may fix the problem. Please read each item carefully and use the following rating scale to indicate your response.

Rating scale:

1:strongly disagree 2:disagree 3:neutral 4:agree 5:strongly agree

PART 1: The Instructor

The instructor...	sd	d	n	a	sa
1. Utilized an appropriate attention gainer	1	2	3	4	5
2. Presented all enabling objectives to the class	1	2	3	4	5
3. Demonstrated knowledge about the topic	1	2	3	4	5
4. Utilized excellent communication skills	1	2	3	4	5
5. Encouraged student participation	1	2	3	4	5
6. Answered all questions from students	1	2	3	4	5
7. Provided examples and/or personal experiences about the topic	1	2	3	4	5
8. Was well prepared for the lesson	1	2	3	4	5

9. Please comment on the strengths of the instructor.

10. Please comment on the limitations of the instructor.

Example of a paper-based Level 1 Evaluation

SPECIAL MISSIONS TRAINING CENTER
INSTRUCTIONAL RATING FORM (IRF)

Rating scale:

1:strongly disagree 2:disagree 3:neutral 4:agree 5:strongly agree

PART 2: Training Materials

	sd	d	n	a	sa
1. The lesson outline was written in a clear and logical manner	1	2	3	4	5
2. The lesson outline facilitated learning	1	2	3	4	5
3. The presentation was clear and logical	1	2	3	4	5
4. The presentation enhanced learning	1	2	3	4	5
5. Training aids such as turn charts, white boards, films, models, etc were adequate for the lesson	1	2	3	4	5
6. Training aids enhanced learning	1	2	3	4	5
7. The training environment was adequate	1	2	3	4	5
8. The classroom set-up stimulated learning	1	2	3	4	5

9. Please comment on the strengths of the training materials.

10. Please comment on the limitations of the training materials.

***** NOTE: Excerpts from a level 1 report. Not all instructors are shown *****

SUMMARY OF RESULTS

Overall, students were very satisfied with the course content presented during the 08-076 PCO/PX0 class, indicating benefit to the Coast Guard, satisfaction with the course, and perceiving the course was well organized.

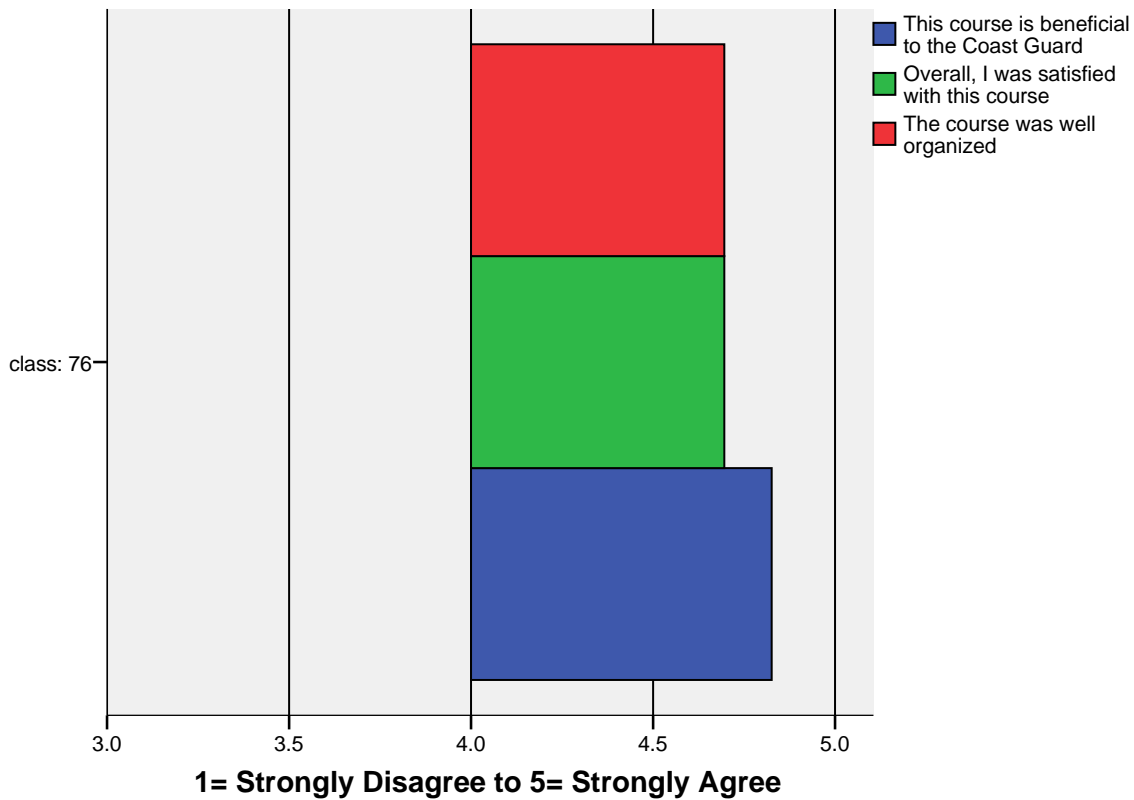
Ratings on specific modules varied, though a majority of modules were evaluated above the optimal level of 4 on a 5 point scale. Of those modules with ratings below the optimal level, the CEM, Docking/Contract Management, Dynamic Stability, Static Stability modules were evaluated with concerns about the written materials and adequate time allocation. Additionally, students identified the CEM as below the optimal level for job applicability.

Comments suggested the CEM module should focus more on application vice "trying to convince [students] that the research methods were appropriate". Regarding the Docking and Stability modules, comments tended to identify these modules as "dull" and that they should be "more interactive". Lastly, students indicated more time should be spent on the Engineering Admin/Safety and Supply modules.

Most instructors performed above the optimal level, though Mr. xxx was identified as answering many questions with "I don't know" and reading power point slides which "puts the class to sleep" during his Non-Judicial Punishment module.

The classroom setting was adequate.

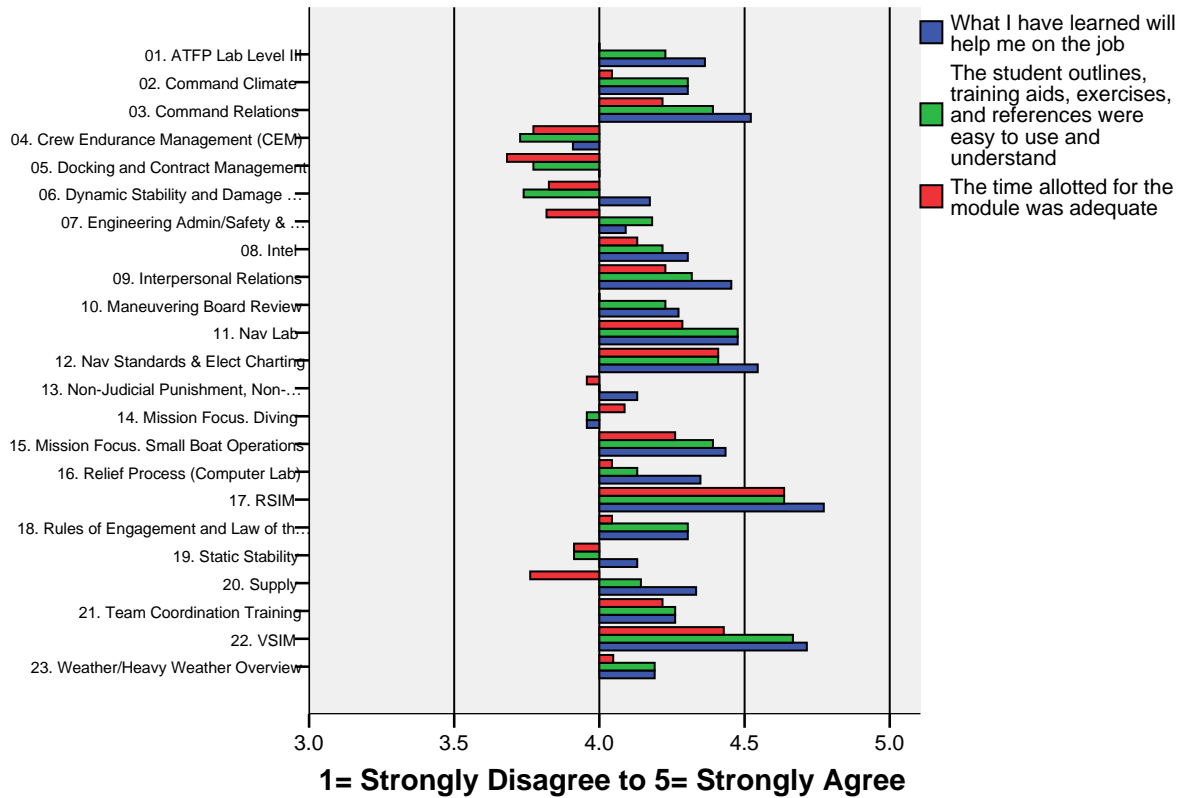
Overall Class Ratings



Notes:

This figure represents ratings on a scale of 1= Strongly Disagree to 5= Strongly Agree. The figure origin is set to rating of 4 (Agree) as this is considered the optimal threshold. Rating to the right of this origin are considered at or above this threshold (optimal state). Rating to the left are below this threshold, however this does not necessarily represent poor ratings.

Module Ratings



Notes:

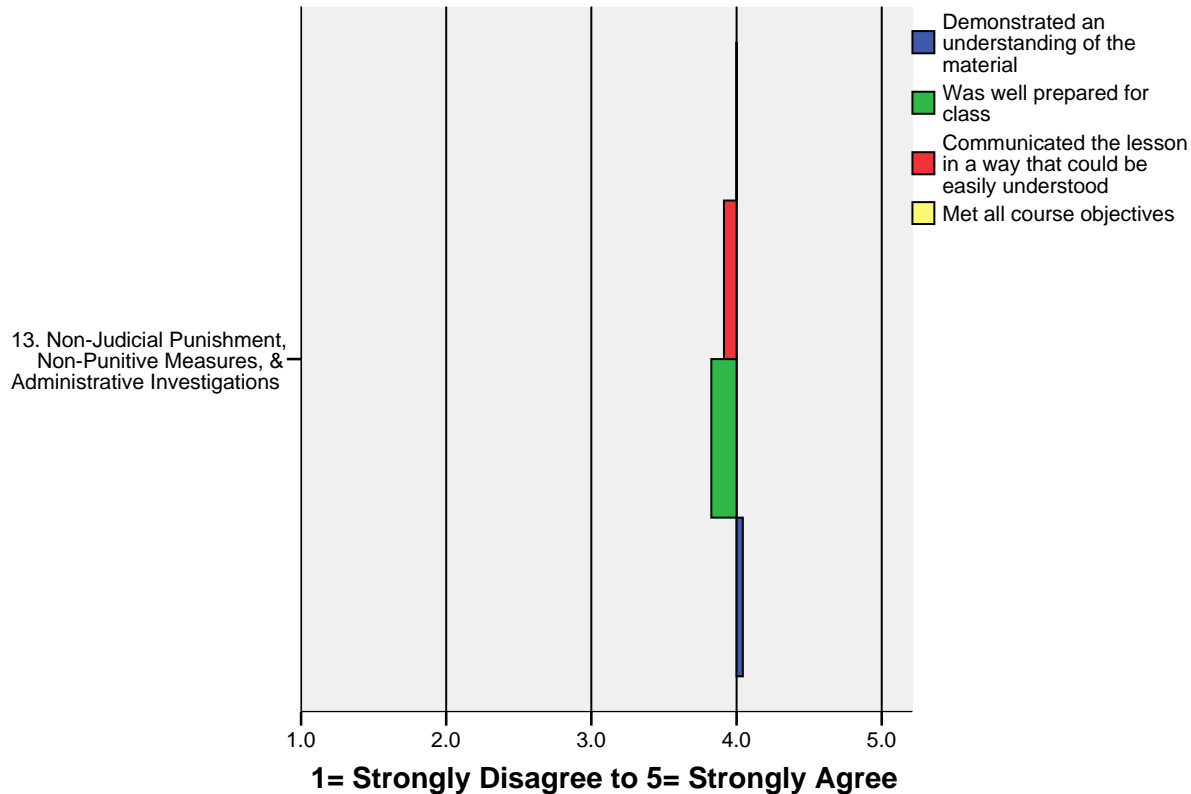
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Report

First

Session	Instructor
Class: 76	Mr. xxx

Instructor Ratings



Notes:

This figure represents ratings on a scale of 1= Strongly Disagree to 5= Strongly Agree. The figure origin is set to a rating of 4 (Agree) as this is considered the optimal threshold. Rating to the right of this origin are considered at or above this threshold (optimal state). Rating to the left are below this threshold; however, this does not necessarily represent poor ratings.

Comments

Comments

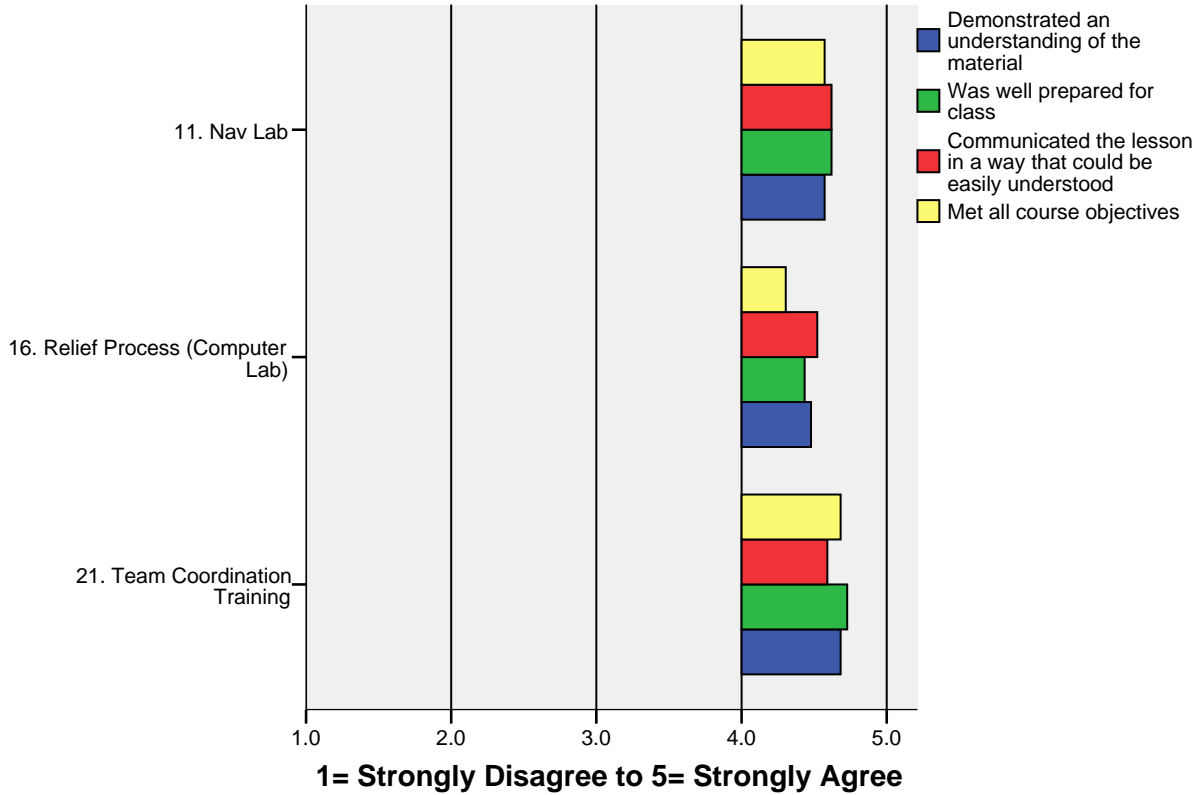
13. Non-Judicial Punishment, Non-Punitive Measures, & Administrative Investigations	2	"I was a little disappointed on this class - while I know it is a complex topic with many ""what ifs"" I didn't feel the instructor was able to give me an afloat XO perspective. He sad many times I don't know or would have to look up the policy to some legit questions. I think it would be benifical to have a lawyer with afloat experience and/or an experienced XO who had to work with lawyers to share some sea stories.
	3	"Inst answered alot of the questions with ""I don't know."" SeemedS hakey on many details and specifics."
	4	The issue of "needing facts" to answer questions somewhat stifled getting answers to class questions- however, I understand that. I think, however, he was prepared well enough for class and got the essential points across.
	5	Don't need to spend so much time on this.
	6	dry subject, taught pretty well. Suggest another way to learn would be to review the actual manuals with people, vice a powerpoint. Have everyone open an MJM, UCMJ, etc, and have them flip through it while talking about each section.
	7	Good pace. Use more examples to keep class engaged
	8	I realize this is alot to cover but it seemed to be a little slow.
	9	just read off the power point slide which I could have done myself. Could only answer about 25% of the classes questions.
	10	Keep up the sound clues and candy. Pretty dry topic but it works.
	11	The number of attention getters was somewhat distracting and the powerpoint method of presenting this material was somewhat dry.
	12	This class rehashes much of the training provided in other courses (OCS, Academy, ...) and does not need to be as lengthy. Procedures on properly conducting an investigation or conducting a mast would be much more valuable.T
	13	his was extremely helpful, especially for the unexperienced guys like myself.
	14	Try not to just read the power point slide - puts class to sleep.
	15	Useless

Report

First

Session	Instructor
Class 76	Mr. yyy

Instructor Ratings



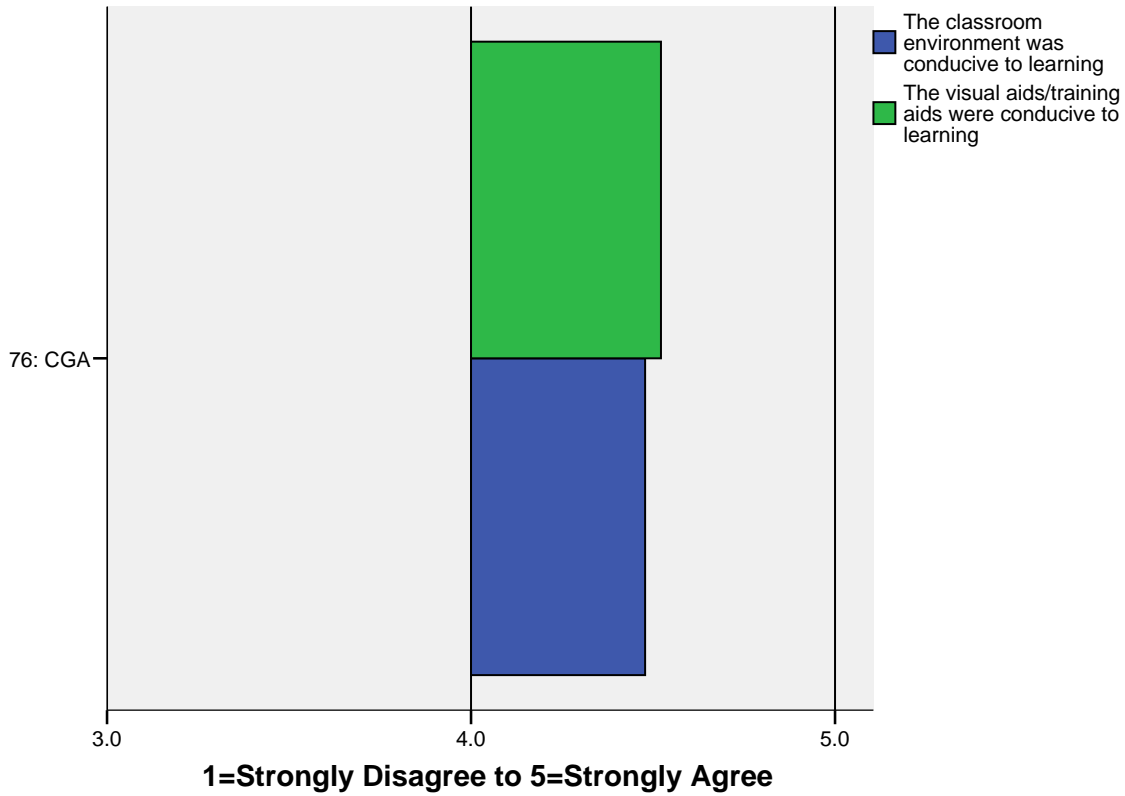
Notes:

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Comments

		Comments
11. Nav Lab	1	"The ""mindset of mooring the ship"". We peeled layers away (environmentals, mission, etc.) to get at what the core of the issue is: thinking about and constantly reassessing the original plan and a backup plan when things go south. I never really thought about it that way but the lab made sure that I HAD TO THINK ABOUT IT- and move thought into action rather quickly. Awesome display of the forces acting on ships fundamentals as well.
	2	best instructor
	3	Excellent tool for docking and close aboard shiphandling. Would like more time and ability to choose specific ships
	4	Fun for the video game generation.
	5	Interesting class - I enjoyed the lessons and found it very useful.
	6	It took awhile to understand the controls. Team building excercises where excellent
	7	Little rough with the crazy Kuwait weather and rolling the 110'. It was good to work with the loss of engines and to try to figure out how to maneuver the cutters.
	8	the nav lab is awesome! Mr. yyy seemed to have a good time watching us crash. I like the unrealistic scenerios to an extent, but i think a better mix realistic to unrealistic scenerios would be helpful. for example, trying to twist the cutter w/o looking at anything was great, but pulling into Kuwait in formation with 5 other pbs along side, and all kinds of other crazy speed bumps wasnt very helpful. the rough seas scenerio was cool though. wish we would have had more time in there
	9	This is a great and useful class to understand how different classes of cutters maneuver and are affected by the elements. The complexity of the equipment warrants a slow progression through the class material, but is worth it. By the end of the first day of class, students are comfortable using this simulator.
	10	This is awesome! Would like to see Z-Drive capability, but understand it's still a new system.
	11	This is great learning tool for all cutter personel. The only complaint I have is the obvious lack ok depth perception and vision, but it is a computer.
	12	This was an excellent addition to the v&r sims.
	13	this was pretty cool. I'd recommend allotting a little more time to reviewing basic ship handling with this software.
	14	Very good addition to the class.

Classroom Setting Ratings



Notes:

This figure represents ratings on a scale of 1= Strongly Disagree to 5= Strongly Agree. The figure origin is set to rating of 4 (Agree) as this is considered the optimal threshold. Rating to the right of this origin are considered at or above this threshold (optimal state). Rating to the left are below this threshold, however this does not necessarily represent poor ratings.

Classroom Comments

		Comments
Class 76:	1	Computer lab was like being either hell, or it was artic.
	2	This was awesome...in and of itself, but certainly a DRASTIC improvement from the 2003 course when I first went through. Great work here sirs.

PROG 1

ROCI 1-07

Name _____

Platoon (circle one) Zulu 1 Zulu 2

1. Which of the following is not a security classification for a message?

- A. FOUO.
- B. SECRET.
- C. TOP SECRET.
- D. CONFIDENTIAL.

2. The speed of service objective for a **FLASH (Z)** message is _____.

- A. Less than 10 minutes / ASAP
- B. 6 hours
- C. 3 hours
- D. 1 hour

3. With respect to messages, PLA is the abbreviation for _____.

- A. plain level acronym
- B. plain language address
- C. pertinent language abbreviation
- D. peak level alarm

4. Operational Control (OPCON) is authoritative direction necessary to accomplish the mission.

- A. True
- B. False

5. What does MLC stand for in reference to CG Organization?

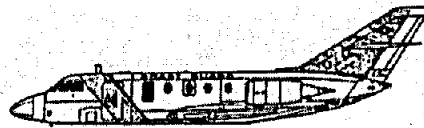
- A. Maritime Law Command
- B. Maritime Logistics Command
- C. Maintenance Legal Counsel
- D. Maintenance and Logistics Command

6. Which is in correct order in reference to the CG chain of command?

- A. Area, Sector, District, Station
- B. District, Sector, WMEC
- C. Area, District, Sector, Station
- D. District, Sector, Patrol Boat, ANT

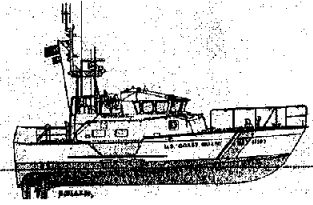
7. The WHEC's hull color is _____.

- A. Black
- B. Grey
- C. Red
- D. White



8. The aircraft pictured above is a _____.

- A. HU-25A
- B. VC-11A
- C. HH-65A
- D. HC-130H



9. What type of vessel is pictured above? It has the hull number 47203.
- A. 30'SRB
 - B. 41'UTB
 - C. 44'MLB
 - D. 47'MLB
10. A security clearance alone is all that is required for a person to gain access to classified materials.
- A. True.
 - B. False.
 - C. Depends on the nature of the material.
 - D. Depends on the rank of the individual.
11. Which of the following is not a reason to change the combination of a safe containing classified information?
- A. A person knowing the combination is transferred to a different unit.
 - B. Every 18 months.
 - C. The safe is found unlocked.
 - D. A person knowing the combination gets discharged.
12. SECRET is the classification applied to information or material which, if compromised, could cause ____ to national security.
- A. serious damage
 - B. damage
 - C. Exceptionally grave damage
 - D. Absolutely no damage
13. When walking with senior officers, where do you place yourself?
- A. Right Side
 - B. Left Side
 - C. To the rear
 - D. To the front
14. Which is NOT a common error in saluting?
- A. Bowing the head
 - B. Dropping salute before returned
 - C. Tip of forefinger touches lower brim of cover, above and slightly to the right of right eye
 - D. Holding arm awkwardly
15. At what pay grade is it required to address an Officer by their rank?
- A. O-2
 - B. O-3
 - C. O-4
 - D. O-5
16. Use the Coast Guard Memorandum for
- A. Internal Coast Guard
 - B. Department of Defense
 - C. Department of Homeland Security
 - D. All of the above.
17. When subordinates sign memos under delegated signature authority they sign
- A. By direction
 - B. For
 - C. Acting
 - D. COMDT

18. Memorandums are signed in blue ink by individuals identified in the From line.

- A. True.
- B. False.

19. All of the following are examples of hazing EXCEPT:

- A. Shaving Heads
- B. Pounding Crows into chest
- C. Chiefs Initiation
- D. Encouraging excessive alcohol consumption.

20. Fraternization applies exclusively to male/female relationships.

- A. True
- B. False

21. The Coast Guard allows crossing the Equator, Dateline, Arctic and Anarctic Circle initiations

- A. True
- B. False



22. The chevrons on the an E7's sleeve would be _____.

- A. Red.
- B. Green.
- C. Gold.
- D. Blue.

23. A person with the rank of RADM in the Coast Guard is addressed orally as _____.

- A. Rear Admiral
- B. Admiral
- C. Vice Commandant
- D. Vice Admiral

24. A Captain in the Army is an _____.

- A. O-1.
- B. O-3.
- C. O-4.
- D. O-6.

25. One degree of Latitude is equal to _____.

- A. 1 degree of Longitude.
- B. 1 minute of arc.
- C. 1 NM (Nautical Mile).
- D. 60 NM.

26. 000 degrees Longitude is also known as _____.

- A. The International Dateline.
- B. The Equator.
- C. The Prime Meridian.
- D. The Greenwich Mean Time Line.

27. Which of the following is a properly formatted latitude and longitude?

- a. 005° W; 045° N
- b. 45° N; 005° W
- c. 45° N; 05°W
- d. 05° W; 45° N

Example of a Level 2 Performance Checklist

Example:
Performance
Checklist

Imagine training a new person to perform oil changes at a service station. The “test” you develop would probably look like the following (in part):

Performance Checklist
Example

Task	Yes No	Criteria/Standard:
Greet Customer	<input type="checkbox"/> <input type="checkbox"/>	Friendly greeting with a smile?
	<input type="checkbox"/> <input type="checkbox"/>	Reviewed oil change procedures?
	<input type="checkbox"/> <input type="checkbox"/>	Asked preference for oil viscosity?
	<input type="checkbox"/> <input type="checkbox"/>	Asked if filter changed in addition to oil?
1st check of oil level	Yes No <input type="checkbox"/> <input type="checkbox"/>	Removed dipstick, wiped clean and fully inserted back into tube for accurate reading?
	<input type="checkbox"/> <input type="checkbox"/>	Removed dipstick a second time, accurately read?
	<input type="checkbox"/> <input type="checkbox"/>	Showed dipstick reading to customer?
	<input type="checkbox"/> <input type="checkbox"/>	Wiped clean before reinserting?
	<input type="checkbox"/> <input type="checkbox"/>	Documented oil reading to within ½ qt on customer service sheet?
Drain Oil	Yes No <input type="checkbox"/> <input type="checkbox"/>	Placed funnel system in place to catch oil?
	<input type="checkbox"/> <input type="checkbox"/>	Selected proper wrench for oil plug removal?
	<input type="checkbox"/> <input type="checkbox"/>	Removed oil plug?
	<input type="checkbox"/> <input type="checkbox"/>	Checked plug for metal filings?
Etc.		
		(continued)

Example of a Level 2 Performance Checklist (continued)

Non-example:
Multiple-choice
Questions

While we could ask multiple-choice questions like the following, correct answers alone would not give us confidence about the students' ability to actually perform an oil change:

1. When checking oil level, how accurately should we document on the customer service sheet?
 - a. Qt.
 - b. Pt.
 - c. ½ Pt.
 - d. As accurately as possible
-

132 Level 3 Template

Level 3 Evaluation Graduate Survey

Course:

123456 (ABC "A" School)

Introduction:

To help improve the quality and delivery of training, please take a moment to complete this survey. The results are essential to evaluate training programs and ensure alignment with the needs of the Coast Guard. Please answer all of the questions and, if needed, include specific comments in the Comments section found later in the survey.

Job Tasks (Terminal Performance Objectives):

Please indicate whether you have completed each of the job tasks taught in the course. If you indicate that you have not completed a task, you will be asked in the following question to identify why not.

Have you...

Tied a bowline?

- Yes
- No

If not, please select why not from the following list:

- You have not had the opportunity to perform the task
- Your unit does not have the equipment that the graduate was trained on
- Your unit uses different procedures than the graduate was trained in
- You do not have the skills or knowledge to perform the task
- Someone other than you performs this task at your unit

Tied a half-hitch?

- Yes
- No

If not, please select why not from the following list:

- You have not had the opportunity to perform the task
- Your unit does not have the equipment that the graduate was trained on
- Your unit uses different procedures than the graduate was trained in
- You do not have the skills or knowledge to perform the task
- Someone other than you performs this task at your unit

Spliced a line?

- Yes
- No

If not, please select why not from the following list:

- You have not had the opportunity to perform the task
- Your unit does not have the equipment that the graduate was trained on
- Your unit uses different procedures than the graduate was trained in
- You do not have the skills or knowledge to perform the task
- Someone other than you performs this task at your unit

Enter additional survey questions as needed. Number all questions with the same numbers that are used for the corresponding Terminal Performance Objectives in the approved Curriculum Outline. Ensure all text is dark blue. Delete this comment.

Enter any comments you would like to make here.

Demographic Information:

Course Code.

(enter 6-digit TQC number in dark blue, preselect, hide this question, and delete this comment.) _____

Session.

(enter 4-digit TQC session number in dark blue, preselect, hide this question, and delete this comment. If you are surveying multiple sessions, enter the session numbers separated by a comma)

What is the your current status?

- Active duty
- Reserve
- Auxiliary
- Civilian
- Other _____

What is your pay grade?

- E-2
- E-3
- E-4
- E-5
- E-6
- E-7
- E-8
- E-9
- W-2
- W-3
- W-4

- O-1
- O-2
- O-3
- O-4
- O-5
- O-6
- GS-4 to GS-6
- GS-7 to GS-11
- GS-12 to GS-13
- GS-14 and above
- WG

What is your rating (enlisted members only)?

- AET
- AMT
- AST
- BM
- DC
- EM
- ET
- FS
- GM
- HS
- IS
- IT
- IV
- MK
- MU
- MST
- OS
- PA
- PS
- SK
- YN
- Other _____

What is your unit type?

- WAGB
- WHEC-378
- WMEC-270
- WMEC-210
- WLB-225
- WLM-175
- WTGB-140
- WPB-123
- WPB-110
- WPB-87
- Sector
- Group
- Small Boat Station

- Air Station
- MSU / MSD
- LORAN Station
- ISC
- ESU / ESD
- Headquarters
- Area
- District
- Training Center
- CG Academy
- LDC
- CG Finance Center
- CG Institute
- PSU
- MSST
- TACLET
- Other _____

Thank you for completing this survey. Your answers will not be recorded until you select "submit" below.

Ensure you have completed all other desired items not found on the "questionnaire designer" page, such as "end page designer", "survey properties", etc. Delete this comment.

Level 3 Template - SUPERVISOR

Level 3 Evaluation Supervisor Survey

Course:

123456 (ABC "A" School)

Introduction:

To help improve the quality and delivery of training, please take a moment to complete this survey. The results are essential to evaluate training programs and ensure alignment with the needs of the Coast Guard. Please answer all of the questions and, if needed, include specific comments in the Comments section found later in the survey.

Job Tasks (Terminal Performance Objectives):

Please indicate whether the graduate has completed each of the job tasks taught in the course. If you indicate that the graduate has not completed a task, you will be asked in the following question to identify why not..

Has the graduate...

Tied a bowline?

- Yes
- No

If not, please select why not from the following list:

- You have not had the opportunity to perform the task
- Your unit does not have the equipment that the graduate was trained on
- Your unit uses different procedures than the graduate was trained in
- You do not have the skills or knowledge to perform the task
- Someone other than you performs this task at your unit

Tied a half-hitch?

- Yes
- No

If not, please select why not from the following list:

- You have not had the opportunity to perform the task
- Your unit does not have the equipment that the graduate was trained on
- Your unit uses different procedures than the graduate was trained in
- You do not have the skills or knowledge to perform the task
- Someone other than you performs this task at your unit

Spliced a line?

- Yes
- No

If not, please select why not from the following list:

- You have not had the opportunity to perform the task
- Your unit does not have the equipment that the graduate was trained on
- Your unit uses different procedures than the graduate was trained in
- You do not have the skills or knowledge to perform the task
- Someone other than you performs this task at your unit

Enter additional survey questions as needed. Number all questions with the same numbers that are used for the corresponding Terminal Performance Objectives in the approved Curriculum Outline. Ensure all text is dark blue. Delete this comment.

Enter any comments you would like to make here.

Demographic Information:

Course Code.

(click on "Course Code" located in the upper right panel; "course code" will expand. Click on the expansion row. Type the 6 digit course code in the Appearance Properties "Preselected" box located on the bottom right of the screen. Once you have done this click on "Course Code" again to ensure the box "Hide Entire Question" is checked.) _____

Session.

(click on "Session" located in the upper right panel; "Session" will expand. Click on the expansion row. Type the 4 digit session number in the Appearance Properties "Preselected" box located on the bottom right of the screen. Once you have done this click on "Session" again to ensure the box "Hide Entire Question" is checked.) _____

What is the your current status?

- Active duty
- Reserve
- Auxiliary
- Civilian
- Other _____

What is your pay grade?

- E-2
- E-3
- E-4
- E-5
- E-6
- E-7
- E-8

- E-9
- W-2
- W-3
- W-4
- O-1
- O-2
- O-3
- O-4
- O-5
- O-6
- GS-4 to GS-6
- GS-7 to GS-11
- GS-12 to GS-13
- GS-14 and above
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What is your rating (enlisted members only)?

- AET
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- ET
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- GM
- HS
- IS
- IT
- IV
- MK
- MU
- MST
- OS
- PA
- PS
- SK
- YN
- Other _____

What is your unit type?

- WAGB
- WHEC-378
- WMEC-270
- WMEC-210
- WLB-225
- WLM-175
- WTGB-140
- WPB-123
- WPB-110

- WPB-87
- Sector
- Group
- Small Boat Station
- Air Station
- MSU / MSD
- LORAN Station
- ISC
- ESU / ESD
- Headquarters
- Area
- District
- Training Center
- CG Academy
- LDC
- CG Finance Center
- CG Institute
- PSU
- MSST
- TACLET
- Other _____

Thank you for completing this survey. Your answers will not be recorded until you select "submit" below.

Ensure you have completed all other desired items not found on the "questionnaire designer" page, such as "end page designer", "survey properties", etc. Delete this comment.

Explanation of Level 3 Sampling Table

So what is an adequate sample size? Before we can answer this question we must provide a brief background on sampling theory.

There is always inherent error when sampling data. Unless we have a census of all possible people in a population (e.g., all Coast Guard members), we are trying to represent the population with our best estimate, which is a subset of the population called a sample (e.g., 100 Coast Guard members taken at random). With this sample comes a degree of uncertainty, or error, when we induce any result from this sample back to the population. In other words, how well does this sample represent the population? Generally speaking, to reduce this error, we need to collect more data. The closer the sample approximates its population, the more certain we are that the sample accurately represents its population. However, we can reach a point where the sample, when chosen randomly, closely represents the population. In this case, further data collection may not be worth the cost or time to improve precision. The decision to collect more data than prescribed is left to the discretion of each Training Center.

The Sample Estimation table utilized sampling theory statistics to allow us to estimate an adequate sample meeting a predefined degree of precision. The Table was calculated using 95% confidence in precision. This means assuming random samples of graduates were surveyed and the appropriate sample size was met, the percent of graduates indicating they perform a TPO would be similar to the population rate 95% of the time. It should be noted that the Table numbers were based off the amount of data needed for a triennial review divided by 3 (the project student load). Data were rounded to ease interpretation. The estimated sample size was inflated by 2% to account for underestimation of the sample for the higher range of the estimated throughput population within each interval. Additionally, if further analyses are to be made between TPOs, such as comparing demographical differences among TPO results, one should consider the role of statistical power when collecting data.

References:

Cohen, J. (1969). *Statistical power analysis for the behavioral sciences*. New York: Academic Press.

Scheaffer, R.L., W. Mendenhall, and L. Ott. 1996. *Elementary Survey Sampling*, fifth edition. Duxbury Press, Boston, 464pp.