

APPENDIX C: LEVELS 1 – 3 ANALYSIS REPORT

Kirkpatrick's Level 1 – Level 3 Training Evaluation Method

In addition to evaluating the leadership programs/curricula through the criteria based evaluation method; the team also evaluated the programs/curricula by the Kirkpatrick's Level 1 – Level 3 training method. This portion of the review was conducted by Andrea Simao.

Level 1

As part of this training evaluation method, each program level 1 instrument was evaluated against criteria determined by Kirkpatrick as critical for effective level 1 assessments. The criteria required in an effective level 1 assessment include questions on:

- Learning objectives
- Structure of the program/curriculum
- Organization of the program/curriculum
- Instructor delivery
- Opportunity to respond to open-ended questions

Each program/curriculum level 1 instrument was assessed using the questions as shown in Table 1.

Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>			
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>			
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>			
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>			
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>			
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>			
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>			
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			
<i>Participants had opportunity to respond to open ended questions.</i>			

Table 1: Example of Program Level 1 Analysis

Level 2

The next step was to create an online survey to determine if learning occurred and by which learning methods. The survey asked seven questions for each leadership program/curricula. The first part of the survey contained five questions based upon level 2 criteria, as shown in Table 2.

Questions for Level 2 Survey
1: The program/curriculum provided opportunities for professional growth and development
2: The program/curriculum was the appropriate choice for my position
3: Select which leadership competencies were the bases of the program/curriculum
4: Select which learning methods were included in the program/curriculum
5: Select the one learning method which was most effective for respondent's learning

Table 2: Questions for Level 2 Survey

Level 3

The second part of the online survey was to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. This portion of the survey contained two questions based upon level 3 criteria, as shown in Table 3.

Questions for Level 3 Survey
1: I have had an opportunity to apply the training since completing the program/curriculum
2: The program/curriculum benefitted the Agency by furthering my professional and personal development.

Table 3: Questions for Level 3 Survey

Individual programs/curricula Level 1 – Level 3 analysis reports begin on page C-3. A program/curriculum report is organized in the following manner:

- Introduction
- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

Advancing Leaders Program (Track I)

Introduction

The Advancing Leaders Program (Track I) began in 2003 and is coordinated by the APHIS Training and Development Branch (TDB). The TDB conducts the program in collaboration with the contractor, Organizational Assessment & Development (OAD).

Track I is intended for APHIS employees at the GS 7 -11 who are interested in moving into higher level leadership positions.

Percentage of training delivered by:

- APHIS TDB – 33%
- OAD – 67%

Track I focuses on the following leadership competencies; Accountability, Conflict Management, Continual Learning, Creativity and Innovation, Customer Service, Decisiveness, External Awareness, Flexibility, Human Resources Management, Influencing/Negotiating Integrity/Honesty, Interpersonal Skills , Oral Communication, Partnering, Problem Solving, Resilience, Team Building, and Written Communication.

The analysis of Track I is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick’s evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

Analysis Methods

Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participants’ reaction to the training. This section compares Kirkpatrick’s criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

Track I Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>		•	
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>		•	
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the</i>	•		

Track I Level 1 Evaluation Form	Yes	No	No Evidence
<i>instructor conveyed knowledge of the material.</i>			
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from Track I Level 1 Evaluation–Track I was primarily conducted in Riverdale, Maryland for approximately 95 participants. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Comment: Level 1 evaluation for Track I do not clearly align with the criteria listed in the table below. Track I uses the following Likert Scale:

Very Relevant ***Relevant*** ***Fairly Relevant*** ***Not Very Relevant*** ***Not at all Relevant***
 (5) (4) (3) (2) (1)

Evaluation Criteria	2006	2008
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	*	*
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.	93%**	97%**
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	*	*
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> • Displayed a thorough knowledge of material presented • Responsive to questions or need for help • Presented the subject in a clear and concise manner 	93%**	96%**

* *This question is not clearly stated in the evaluation.*

** *Percentage is derived from 13 courses given over 3 workshops.*

Participant Comments–The written comments for the Track I program are positive. Participants appreciate the developmental assignments, workshops, and opportunities to meet APHIS management and program representatives.

In class 2006, 100 percent of the participants rated the likelihood that they would recommend Track I to others as *high*. In class 2008, 81 percent of the participants rated the likelihood that they would recommend Track I to others as *high*.

Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 62 respondents answered the Level 2 and Level 3 Survey for Track I.

Section 2 addresses Survey Questions 1 through 5

For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of 1 to 5 with the descriptions as noted below:

Strongly Disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5)

Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	4.42

90.3 percent of the respondents either strongly agreed or agreed that Track I provided opportunities for professional growth and development.

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	4.35

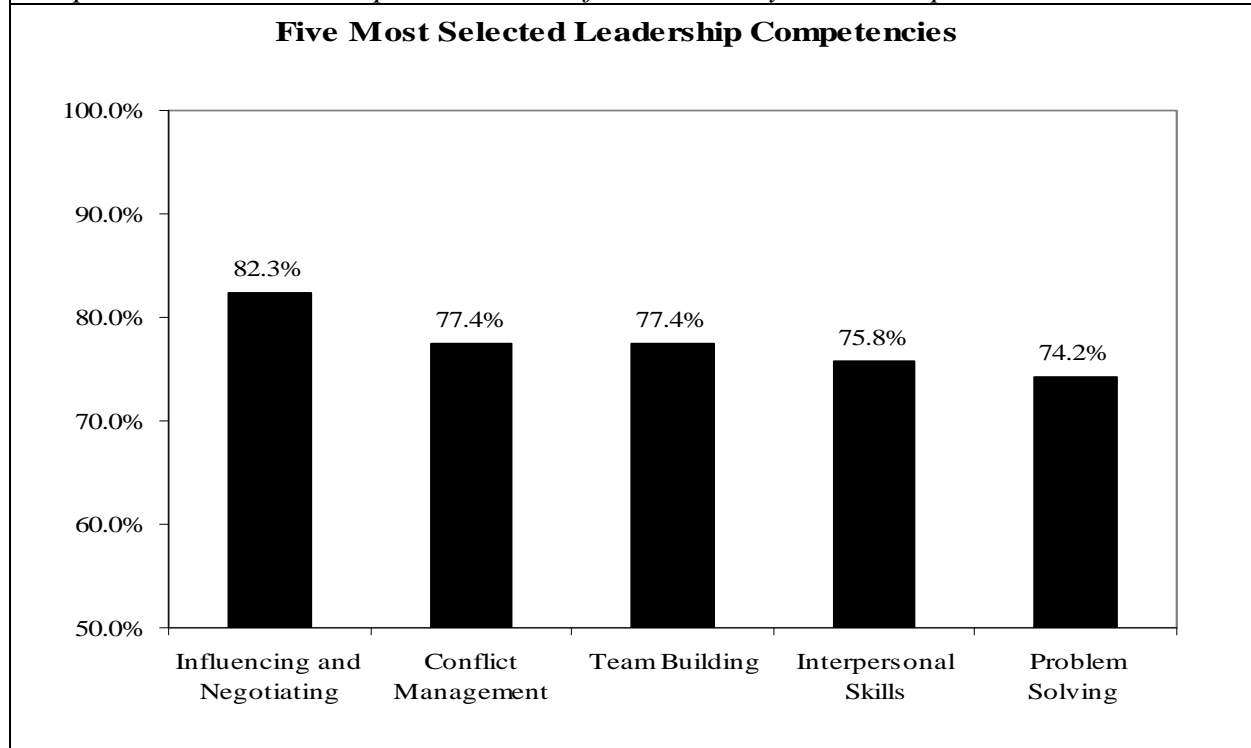
90.3 percent of the respondents either strongly agreed or agreed that Track I was the appropriate choice for their positions.

For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.

Question 3

By your understanding, which leadership competencies were the bases for the program/curriculum?

Graph illustrates the 5 competencies most often selected by Track I respondents.



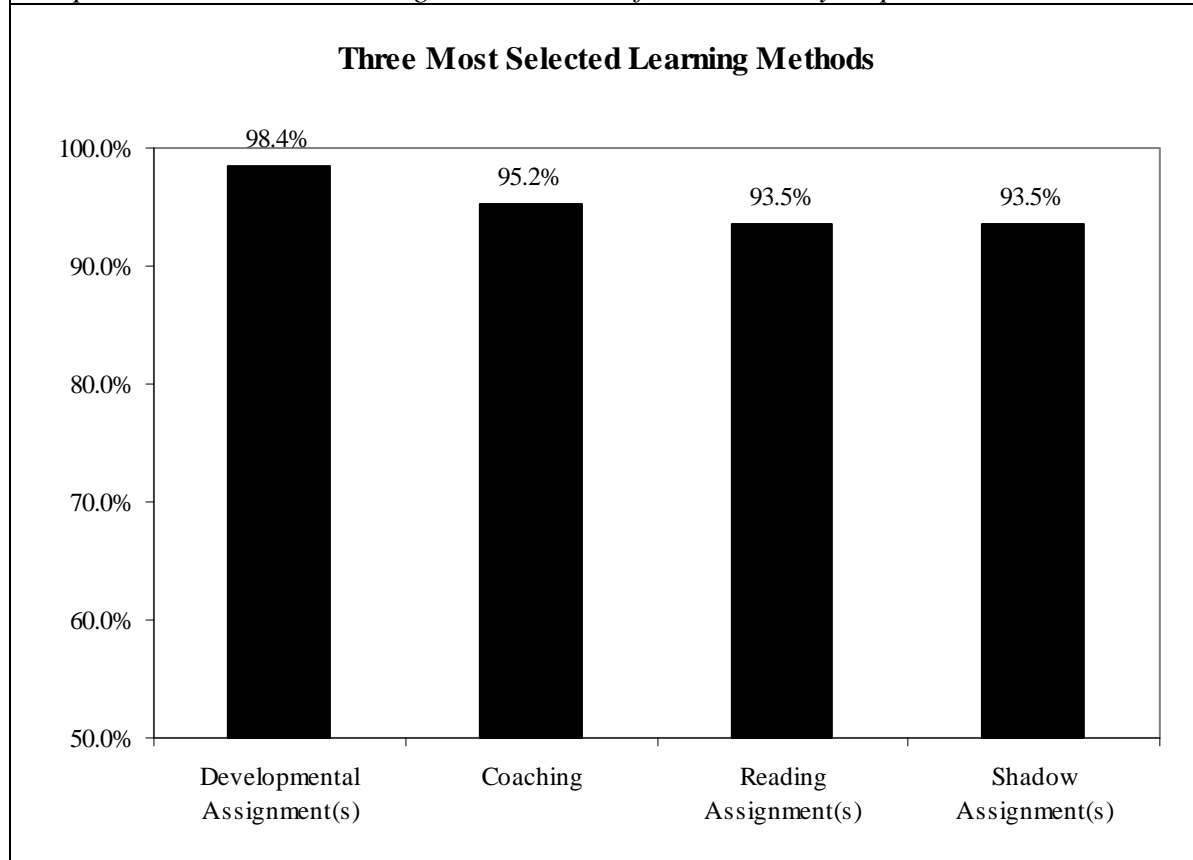
While the five most selected leadership competencies are illustrated in the graph, it is important to note that every leadership competency was selected as being included in the Track I program.

The selection of Influencing and Negotiating was the most selected leadership competency. A reason for this might be that many of Track I participants are field personnel who interact with stakeholders on a routine basis. Conflict Management and Team Building could have been selected since both competencies are used on a routine basis by APHIS regulatory personnel. Interpersonal Skills and Problem Solving may have been selected since both competencies are integral to Influencing and Negotiating.

Question 4

Which learning methods were utilized in the program/curriculum?

Graph illustrates the 3 learning methods most often selected by respondents.

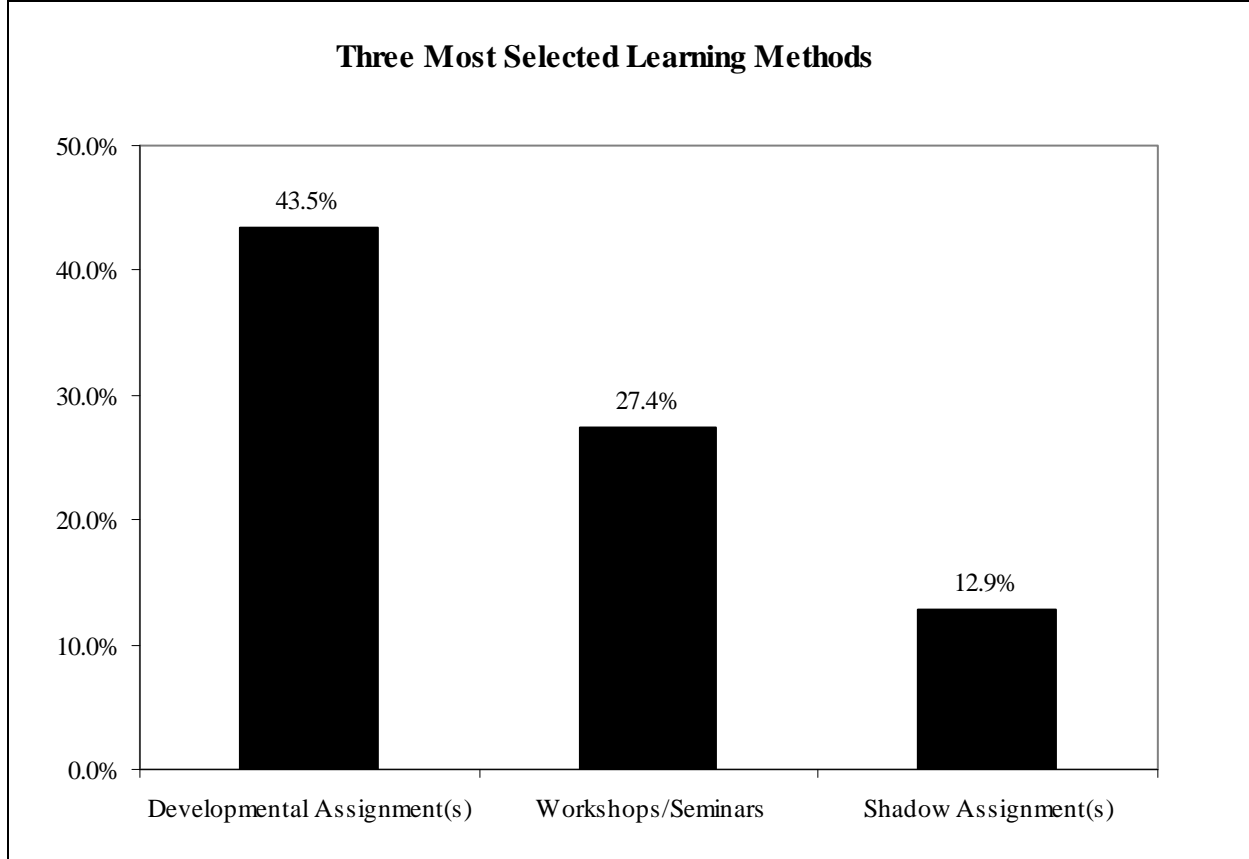


As noted in the graph, developmental assignments and coaching were selected most frequently by respondents. The third most selected learning method was tied between reading assignment(s) and shadow assignment(s). The importance that respondents placed on all four learning methods may be because program participants *choose* their developmental and shadow assignments, coaches, and reading assignments for themselves. This allows for participants to individualize their learning experience and therefore perhaps benefit more from a personalized program.

Question 5

In your opinion, which learning methods were the most effective for your learning?

Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, over 40 percent of the respondents selected developmental assignments as the most effective Track I learning method. Over 25 percent selected workshops/seminars as the most effective Track I learning method.

Both selections highlight the importance of participant input into the learning process. Program participants selected their own developmental assignments and provided input into the courses for each workshop.

Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. Part two of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum	4.24

87 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

The rating average of 4.24 illustrates that because Track I covers every leadership competency most respondents have applied the training.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.39

90.3 percent of the respondents either strongly agreed or agreed that the program/curriculum benefitted the Agency by furthering by professional and personal development.

The rating average of 4.39 demonstrates that respondents believe that the Track I benefitted themselves and the Agency.

Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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APHIS International Training Program (AITP II)

Introduction

The APHIS International Training Program (AITP) began in 2006 and is coordinated by the APHIS Training and Development Branch (TDB). The TDB conducts the program in collaboration with the contractor, GilDeane Group, Inc. AITP is designed to develop a cadre of APHIS employees at the GS 12 -15 grade level who can carry out APHIS international responsibilities.

Percentage of training delivered by:

- GilDeane Group, Inc. - 100%

AITP focuses on the following leadership competencies: Creativity/Innovation, Diplomacy, External Awareness, Flexibility, Influencing, Integrity/Honesty, Intercultural Awareness (Cross Cultural Interactions), Interpersonal Skills, and Team Building.

The analysis of AITP is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

Analysis Methods

Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participant reaction to the training. The table below compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

Comment: Level 1 evaluation report for AITP does not include the criteria listed in the table below.

AITP Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>			•
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>			•
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>			•
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>			•
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>			•

AITP Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>			•
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>			•
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>			•

Numerical Results from AITP II Level 1 Evaluation—AITP was conducted in Riverdale, Maryland for 46 participants. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Comment: The only submitted document for this review was the report submitted by the contractor.

Evaluation Criteria	
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	The AITP report does not clearly address these criteria.
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.	
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> • Displayed a thorough knowledge of material presented • Responsive to questions or need for help • Presented the subject in a clear and concise manner 	

Participant Comments—GilDeane Group final AITP report quoted participants’ feedback as very positive and constructive.

Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of nine participants responded to the survey for AITP.*

Section 2 addresses **Survey Questions 1 through 5**

For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Strongly Disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5)

Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	4.11

78 percent of respondents either strongly agreed or agreed that AITP provided opportunities for professional growth and development.

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	4.22

89 percent of respondents either strongly agreed or agreed that AITP was the appropriate choice for my position.

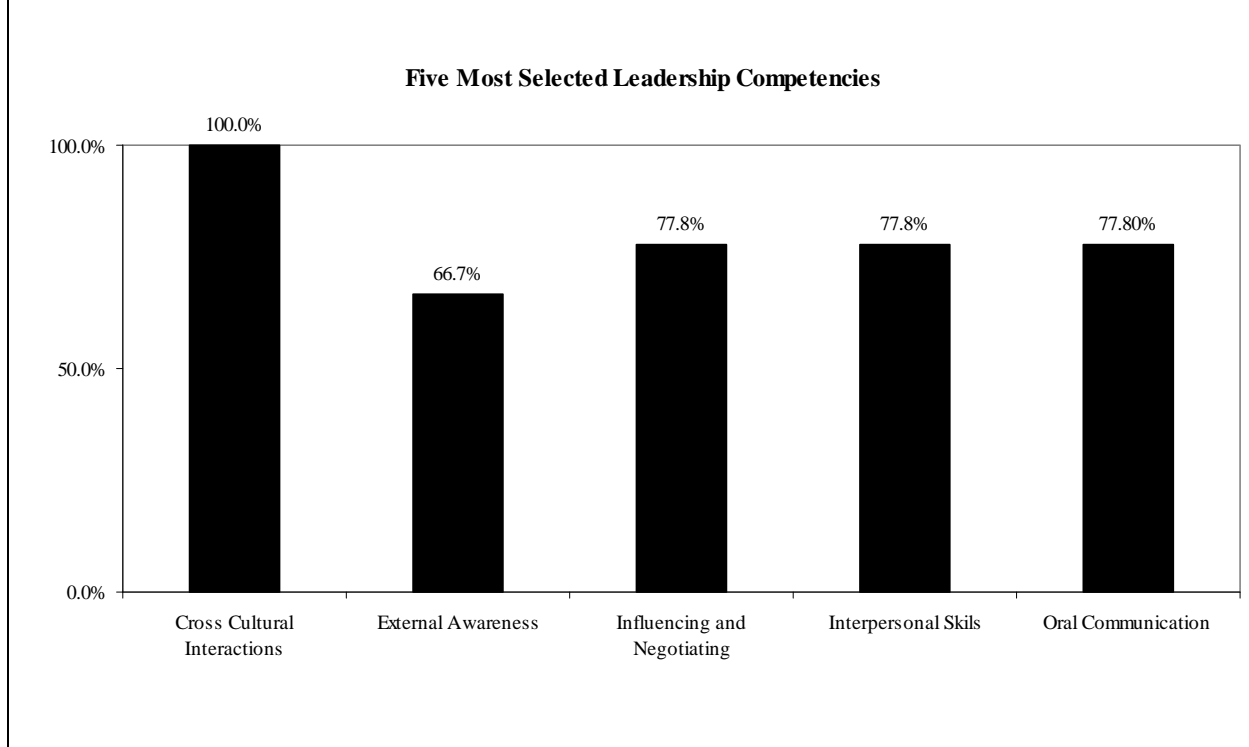
** Because the response for this program/curriculum was small, the results for AITP are not statistically valid. However, the information represents the best evidence available, and show clear trends.*

For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.

Question 3

By your understanding, which leadership competencies were the bases for the program/curriculum?

Graph illustrates the 5 competencies most often selected by AITP respondents.



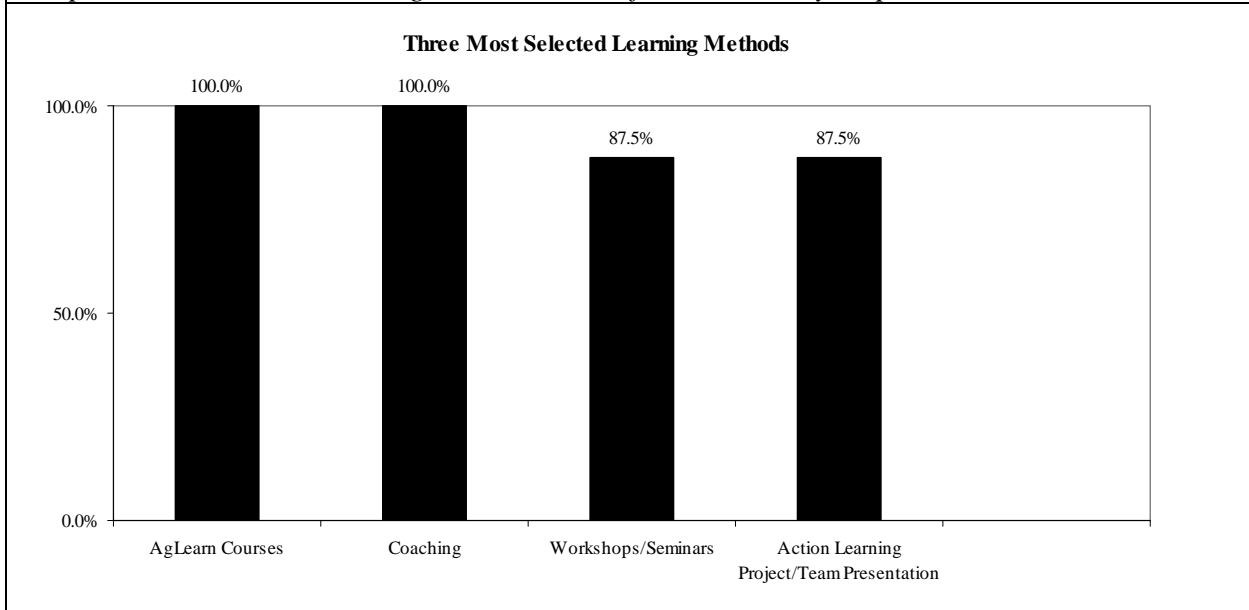
As noted in the graph, Cross Cultural Interactions was the most selected leadership competency. Influencing/Negotiating, Interpersonal Skills, and Oral Communication were the next most selected leadership competencies. External Awareness was the final most selected leadership competency.

The selection of these leadership competencies are aligned with the listed competencies for AITP. The competencies Influencing and Negotiating, Interpersonal Skills, and Oral Communication are the foundation for successful Cross Cultural Interactions.

Question 4

Which learning methods were utilized in the program/curriculum?

Graph illustrates the 3 learning methods most often selected by respondents.

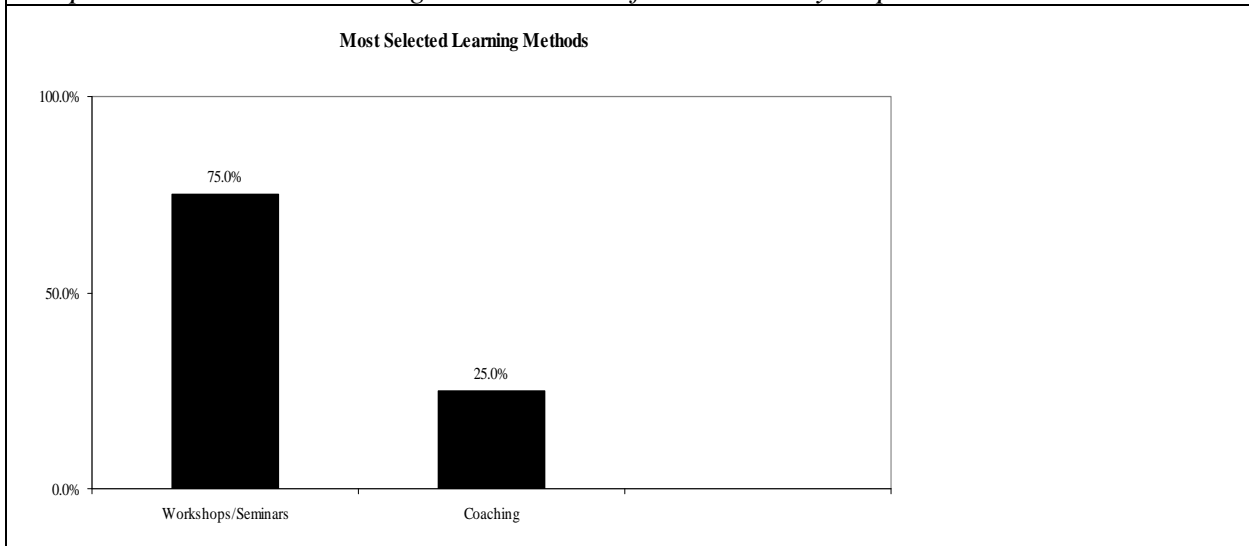


As noted in the graph, Aglearn courses and Coaching were the most selected learning methods. The third most selected learning method was tied between Workshops/Seminars and Action Learning Project/Team Presentation. This demonstrates that AITP incorporated different adult learning methods.

Question 5

In your opinion, which learning methods were the most effective for your learning?

Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, 75 percent of respondents selected workshops/seminars as the most effective learning method used in AITP. The second most effective learning method used in AITP was coaching.

The selection of workshops/seminars as the most important learning method highlights that learning occurs *best* for most people in “face to face” situations. Workshops/Seminars allow participants to learn from the instructor/facilitator and other participants. The importance of Workshops/Seminars is corroborated in the GilDeane report.

Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. Part two of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

Comment: only 8 respondents completed the survey.

For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum	4.25

100 percent of respondents have applied the AITP training in their current positions. This percentage suggests that AITP is targeted to the correct audience within APHIS.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.25

87.5 percent of respondents believed that AITP benefitted the Agency by furthering their professional and personal development.

Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. Another suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

BRS Management Development Program

Introduction

The Biotechnology Regulatory Services' (BRS) Management Development Program began in 2006. The program is designed as an opportunity to enhance core competencies of employees in current positions and meet the developmental needs of potential leaders.

Percentage of Training delivered by contractor is not known.

BRS Management Development Program focuses on the following leadership competencies: Accountability, Conflict Management, Continual Learning, Influencing and Negotiating, Interpersonal Skills, Resilience, Self-Awareness, and Team Building.

The analysis of BRS is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

Analysis Methods

Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections. Comment: Level 1 report does not include the criteria listed in the table below

BRS Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>			•
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>			•
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>			•
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>			•
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>			•
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>			•
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>			•

BRS Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>			•

Numerical Results from BRS Level 1 Evaluation–BRS Management Development Program was conducted in Riverdale for 11 participants. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Evaluation Criteria	2006 – 2007 Class
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	BRS report does not clearly address these criteria.
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.	
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> • Displayed a thorough knowledge of material presented • Responsive to questions or need for help • Presented the subject in a clear and concise manner 	

Participant Comments–BRS program report indicates that participants from the initial class provided feedback. The feedback was the basis for modify program for the second class.

Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of eight respondents answered the Level 2 and Level 3 Survey for BRS.*

Section 2 addresses **Survey Questions 1 through 5**

For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Strongly Disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5)

Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	4.13

87.5 percent of the respondents either strongly agreed or agreed that the management program provided opportunities for professional growth and development.

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	4.00

75 percent of the respondents either strongly agreed or agreed that the management program was the appropriate choice for their positions.

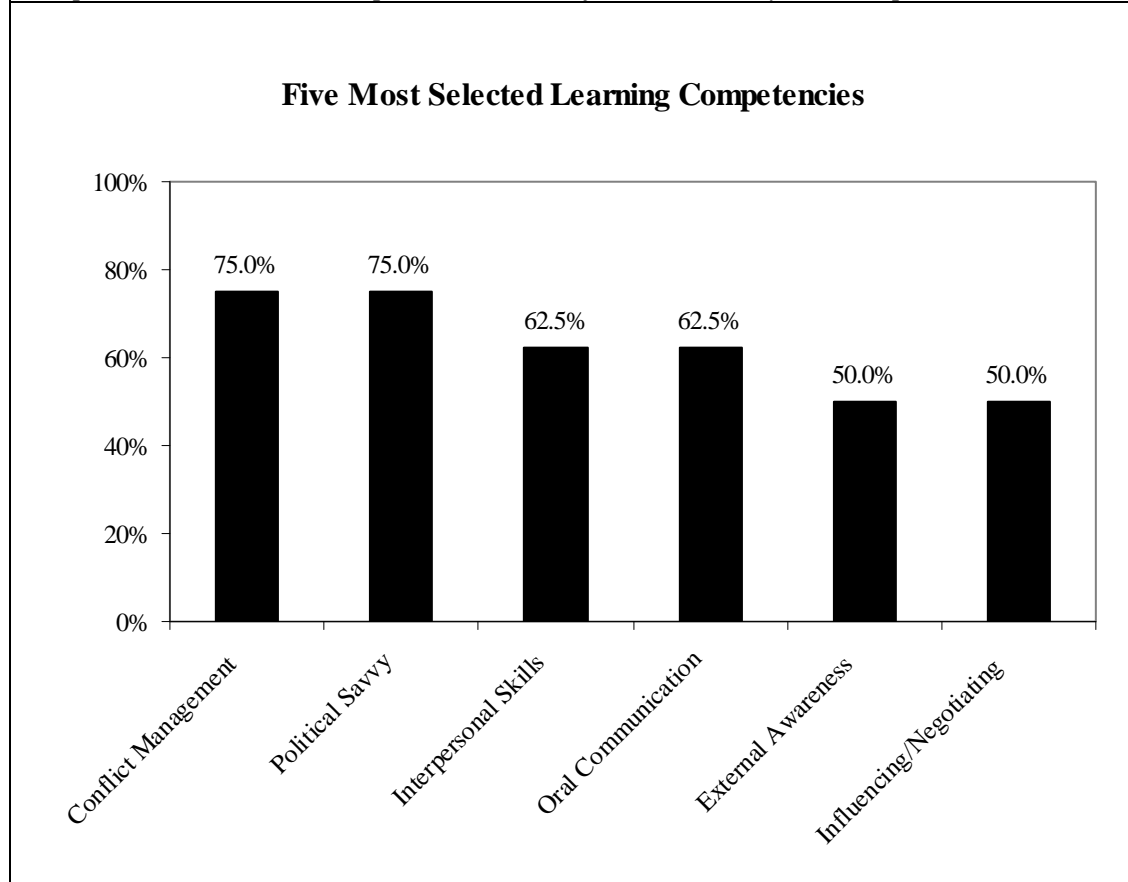
* Because the response for this program/curriculum was small, the results for BRS are not statistically valid. However, the information represents the best evidence available, and shows clear trends.

For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.

Question 3

By your understanding, which leadership competencies were the bases for the program/curriculum?

Graph illustrates the 5 competencies most often selected by BRS respondents.



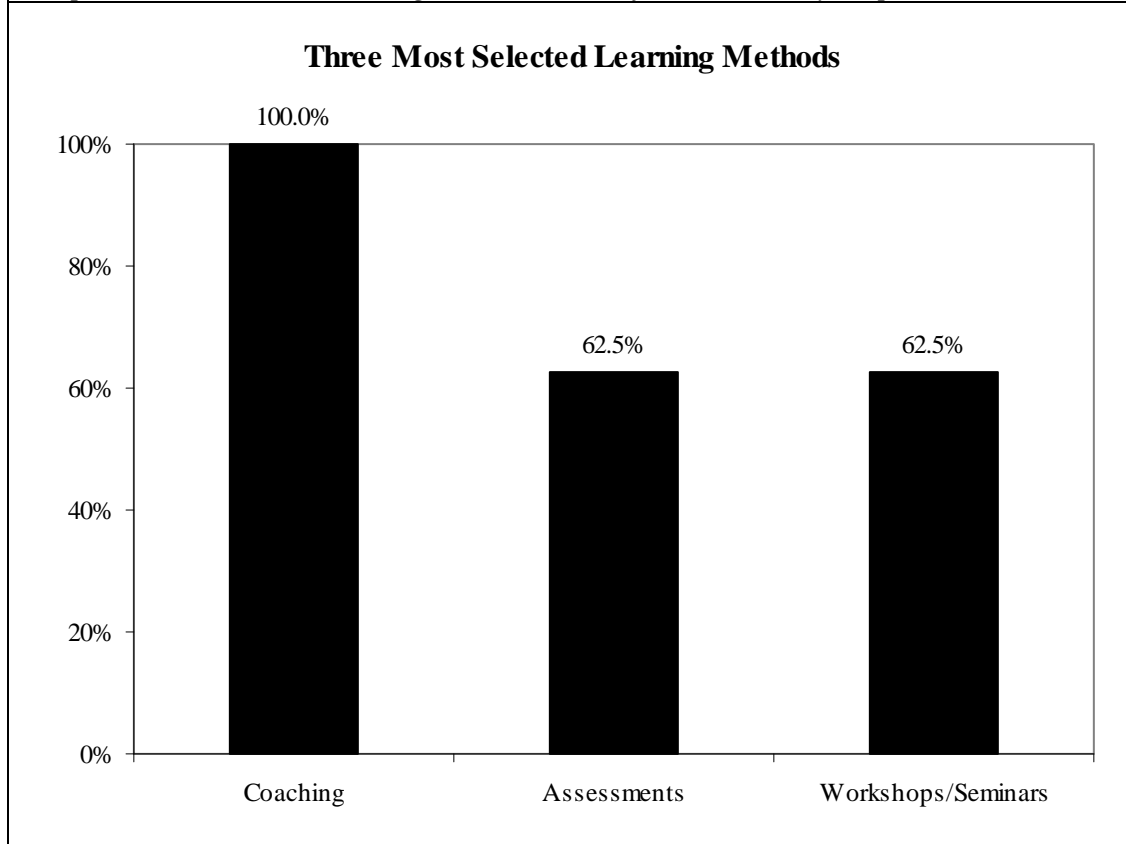
As illustrated in the graph, Conflict Management and Political Savvy were tied as the most frequently selected leadership competency. Interpersonal Skills and Oral Communication were tied as the next most frequently selected leadership competency. External Awareness and Influencing/Negotiating were tied as the last most frequently selected leadership competency.

The selection of these leadership competencies are aligned with the listed competencies for BRS. Additionally, the selection of both Conflict Management and Political Savvy is important given the often “negative” public perception of biotechnology. The additional selection of Interpersonal Skills, Oral Communication, External Awareness, and Influencing and Negotiating recognize how critical these competencies are in Conflict Management and Political Savvy.

Question 4

Which learning methods were utilized in the program/curriculum?

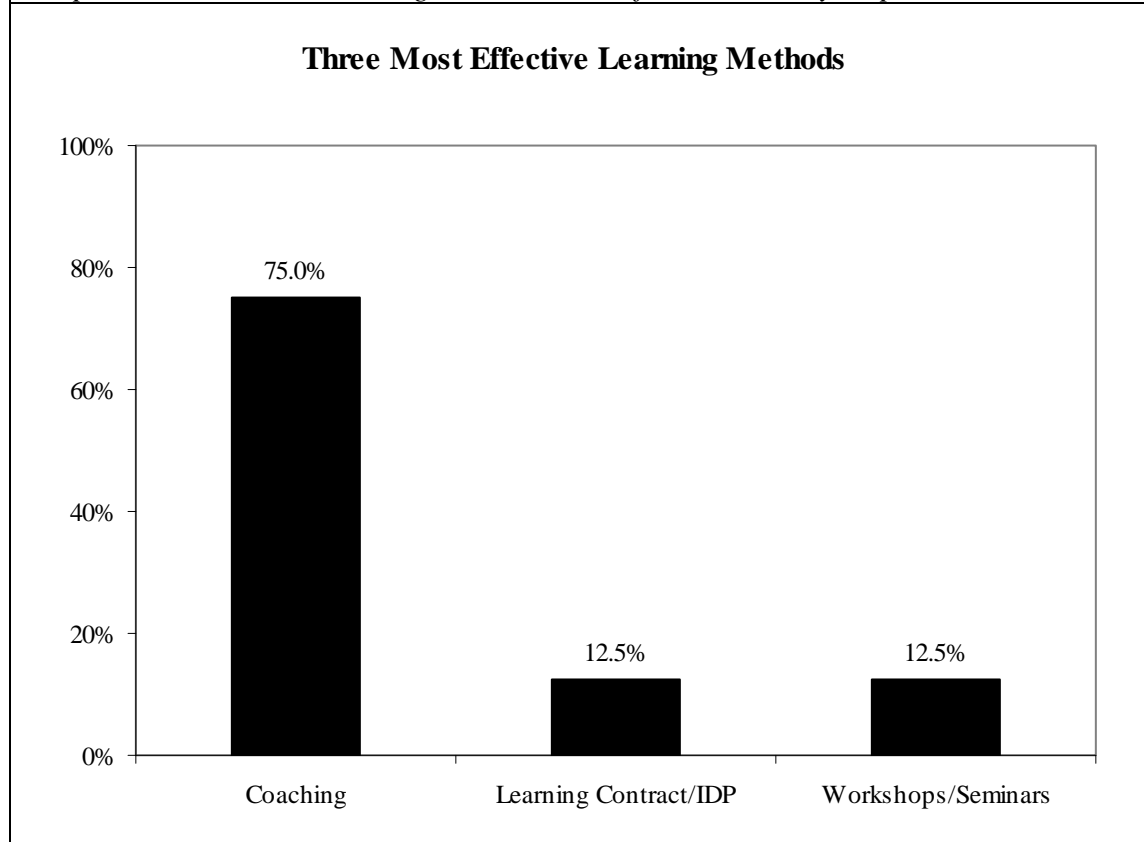
Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, coaching was the most selected learning method. Assessments and workshops/seminars were tied as the next most selected learning method. The selection of these competencies shows that the program incorporated different adult learning methods.

Question 5

In your opinion, which learning methods were the most effective for your learning?
Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, 75 percent of the respondents selected coaching as the most effective BRS learning method. The other 25 percent selected learning contract and workshops/seminars. The selection of coaching may indicate that the coaches came from within BRS. This would provide program participants with a better sense of leadership in BRS.

Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. Part 2 of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum	3.63

75 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

The rating average of 3.63 indicates that the training received by the BRS Management Development Program has been applied by a majority of respondents.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.13

75 percent of the respondents either strongly agreed or agreed that the BRS Management Development Program has benefitted the Agency by furthering their professional and personal development. The rating average of 4.13 indicates that the training was beneficial to respondents. This statement is further corroborated by the BRS report which details that several participants received promotions.

Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. Another suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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Experienced Supervisor Seminar (ESS)

Introduction

The Experienced Supervisor Seminar (ESS) began in 2004 and is conducted by the Leadership Development & Organizational Support (LDOS) unit of PPQ's Professional Development Center. ESS is targeted to PPQ supervisors with experience of 19 months or more.

Percentage of training delivered by:

- LDOS training specialists – 77.5%
- Vendor - KT Global Associates – 22.5%

Experienced Supervisor Seminar focuses on the following leadership competencies: Accountability, Conflict Management, Continual Learning, Developing Others, Influencing and Negotiating, Interpersonal Skills, Self-Awareness, and Team Building.

The analysis of ESS is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

Analysis Methods

Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

ESS Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>	•		
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>	•		
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		

ESS Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from ESS Level 1 Evaluation–Experienced Supervisors Seminar was conducted in Frederick, Maryland and Fort Collins, Colorado for 42 participants. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Evaluation Criteria	2005	2006
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	100%	100%
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development as a supervisor.	100%	100%
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	71%	85.5%
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> • Displayed a thorough knowledge of material presented* • Responsive to questions or need for help • Presented the subject in a clear and concise manner 	100%	97.7%

*Miscalculation in 2005 End of Program Report in the criterion “The instructor(s) displayed a thorough knowledge of the material presented” – averages combine to 200%. This calculation is not used in Evaluation Criteria table.

Participant Comments–Participants indicate that ESS provided knowledge and skills applicable to their positions. Many participants commented on the benefit of interacting with other PPQ supervisors.

Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 12 people responded to the online survey.

Section 2 addresses **Survey Questions 1 through 5**

For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Strongly Disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5)

Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	3.67

67 percent of the respondents either strongly agreed or agreed that ESS provided opportunities for professional growth and development.

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	4.08

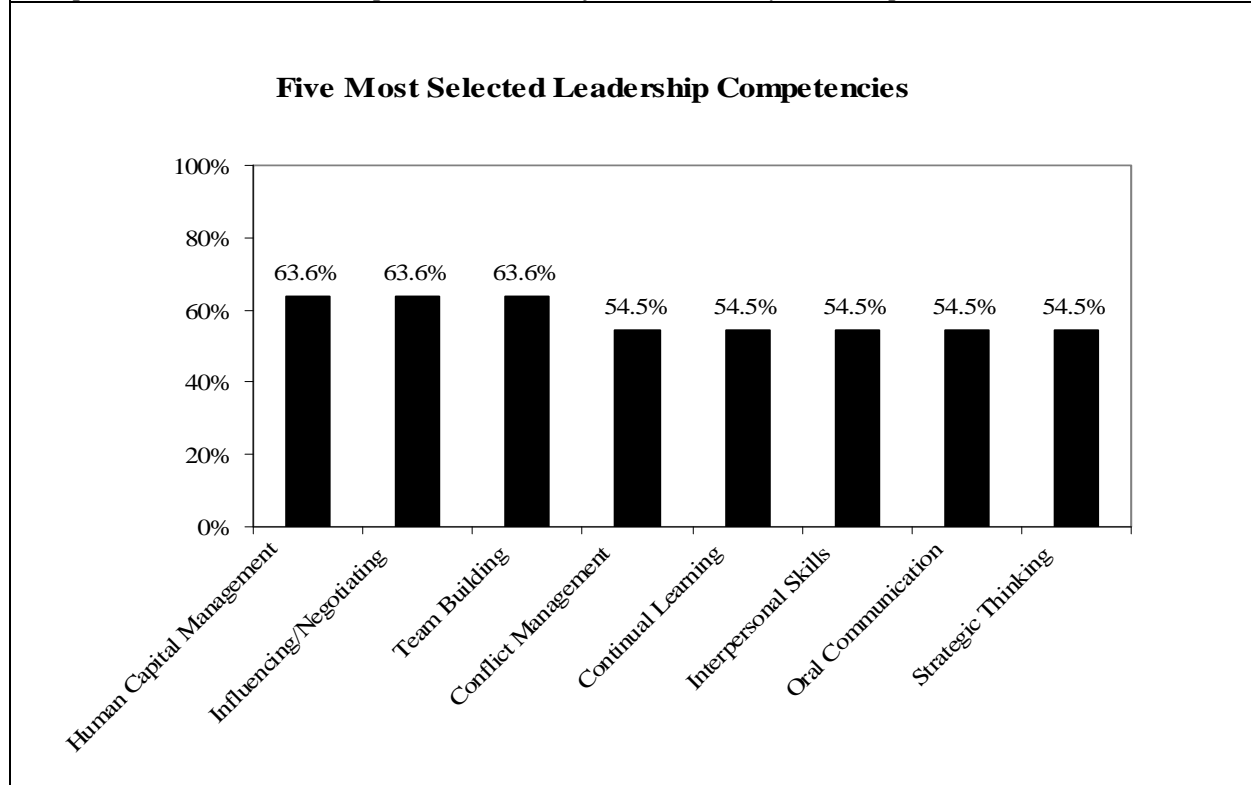
83 percent of the respondents either strongly agreed or agreed that ESS was the appropriate choice for their position.

For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.

Question 3

By your understanding, which leadership competencies were the bases for the program/curriculum?

Graph illustrates the 5 competencies most often selected by ESS respondents.



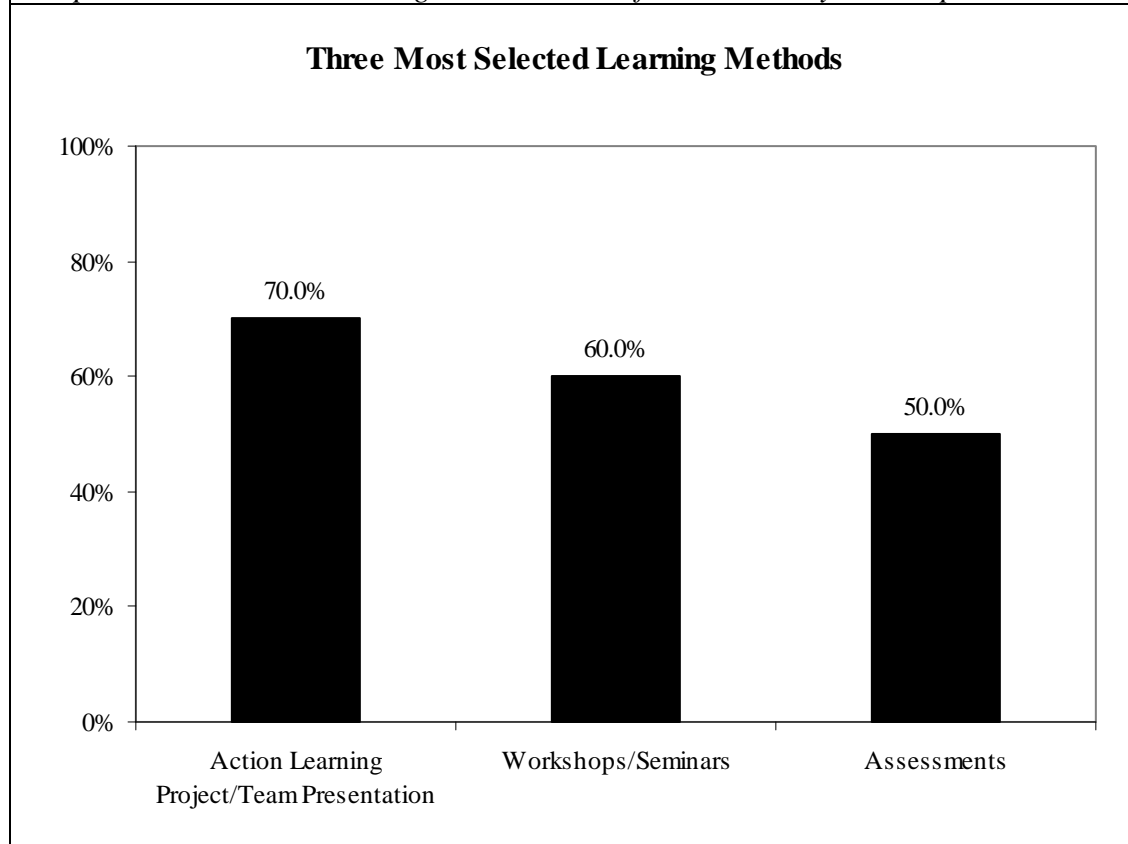
As shown in the graph, many leadership competencies were included in ESS. The selection of Human Capital Management, Influencing and Negotiating, and Team Building is important considering the roles and responsibilities of supervisors. The equal rating of Conflict Management, Interpersonal Skills, Oral Communication, and Strategic Thinking provide the foundation for the top ranked competencies.

Human Capital Management, Oral Communication, and Strategic Thinking are not listed as competencies by PPQ. It is important to note that the experienced supervisors cited these three competencies in the ESS.

Question 4

Which learning methods were utilized in the program/curriculum?

Graph illustrates the 3 learning methods most often selected by ESS respondents.



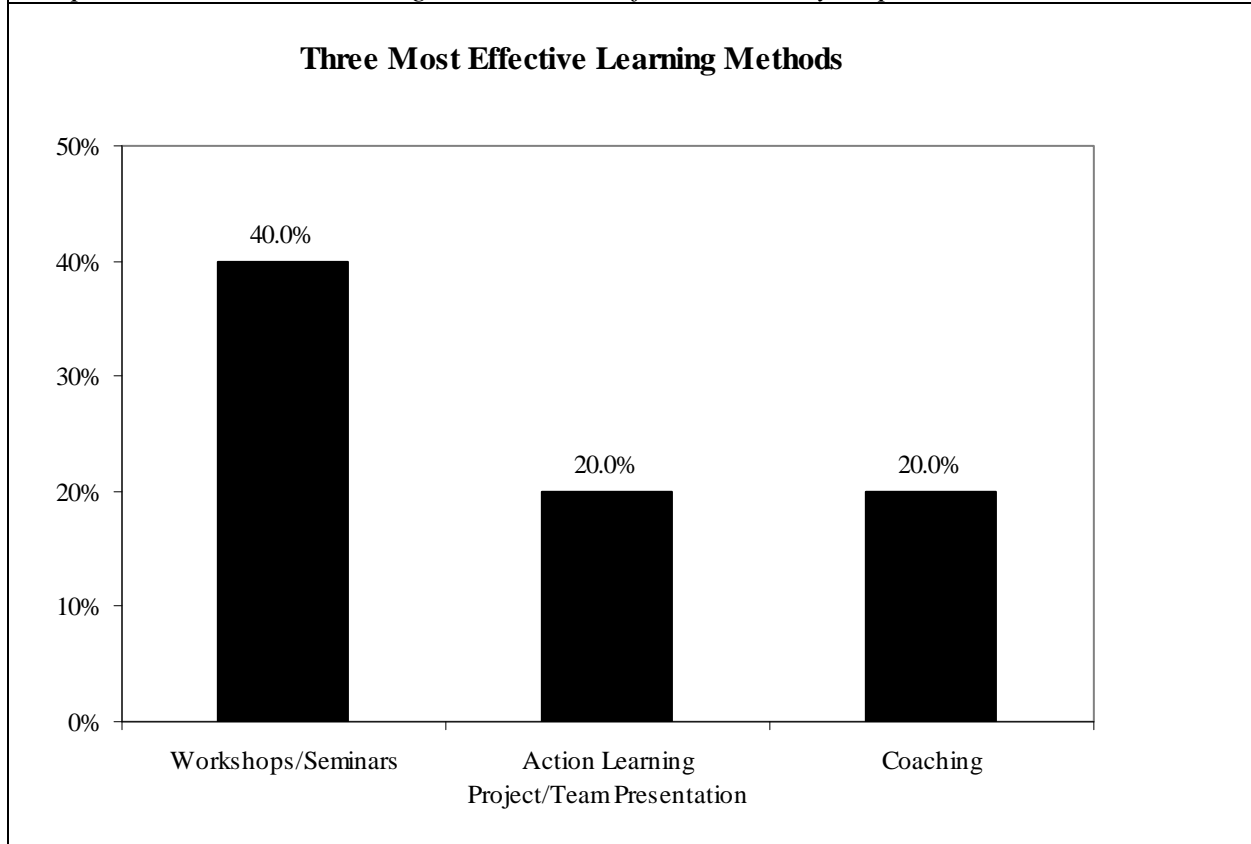
As noted in the graph, action learning project/team presentation was the most selected learning method. The second most selected learning method was workshops/seminars followed by assessments.

The importance that respondents placed on the top two selected learning methods may be because participants indicated in written comments that they learned from interacting with other supervisors. The selection of assessments as the third most selected learning methods may provide supervisors with ideas for improvement.

Comment: the selection of Action Learning Project/Team Presentation (ALP/TP) may be incorrect in this instance. ESS does not use either learning method within the program. Perhaps survey respondents are selecting ALP/TP in place of group work in the workshops/seminars.

Question 5

In your opinion, which learning methods were the most effective for your learning?
Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, 40 percent of the respondents selected Workshops/Seminars as the most effective ESS learning method. Action Learning Project/Team Presentation and Coaching were tied as the second most effective learning method. The selection of Workshops/Seminars as the most effective learning method show that respondents learned from both the instructor/facilitator and other participants.

Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. Part two of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum.	3.70

70 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum. The rating average of 3.7 illustrates that many ESS participants have applied the training.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	3.70

80 percent of the respondents either strongly agreed or agreed that ESS benefitted the Agency by furthering their professional and personal development. The rating average of 3.7 illustrates that many ESS participants believe the training did benefit APHIS.

Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. Another suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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Fundamentals of APHIS Human Resource Management (FAHRM)

Introduction

The Fundamentals of APHIS Human Resource Management (FAHRM) is conducted by the APHIS Training and Development Branch (TDB).

FAHRM is intended for new APHIS supervisors who are required to complete FAHRM within 1 year of their appointment as a new supervisor.

Percentage of training delivered by:

- APHIS TDB 100%

FAHRM focus on the following leadership competencies: Conflict Management, Developing Others, Human Capital Management, Leveraging Diversity, and Public Service Motivation.

The analysis of FAHRM is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

Analysis Methods

Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

FAHRM Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>	•		
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>	•		
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		

FAHRM Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from FAHRM Level 1 Evaluation—FAHRM was conducted in various locations including Chicago, Santa Barbara, and Tucson. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Comment: The Likert Scale in this evaluation has more positive descriptions than negative descriptions. For the purpose of the analysis, only *Very Good* and *Excellent* were included in the analysis.

Poor *Satisfactory* *Good* *Very Good* *Excellent*
 (1) (2) (3) (4) (5)

Evaluation Criteria	Average of 4 Classes in 2006*	Average of 2 Classes in 2007*	2008**
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	4.10	4.6	3.74
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development as a supervisor.	4.3	4.6	3.21
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right (on a 3.0 scale)	2.5	2.6	2.1
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> • Displayed a thorough knowledge of material presented • Responsive to questions or need for help • Presented the subject in a clear and concise manner 	4.4	4.6	4.0

**Percentages could not be derived since the evaluations do not include percent of respondents for each category.*

***Percentages could be included for 2008 class; numerical scale was used to maintain continuity.*

Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey.

Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 89 participants responded to the survey for FAHRM.

Section 2 addresses **Survey Questions 1 through 5**

For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Strongly Disagree Disagree Neutral Agree Strongly Agree
(1) (2) (3) (4) (5)

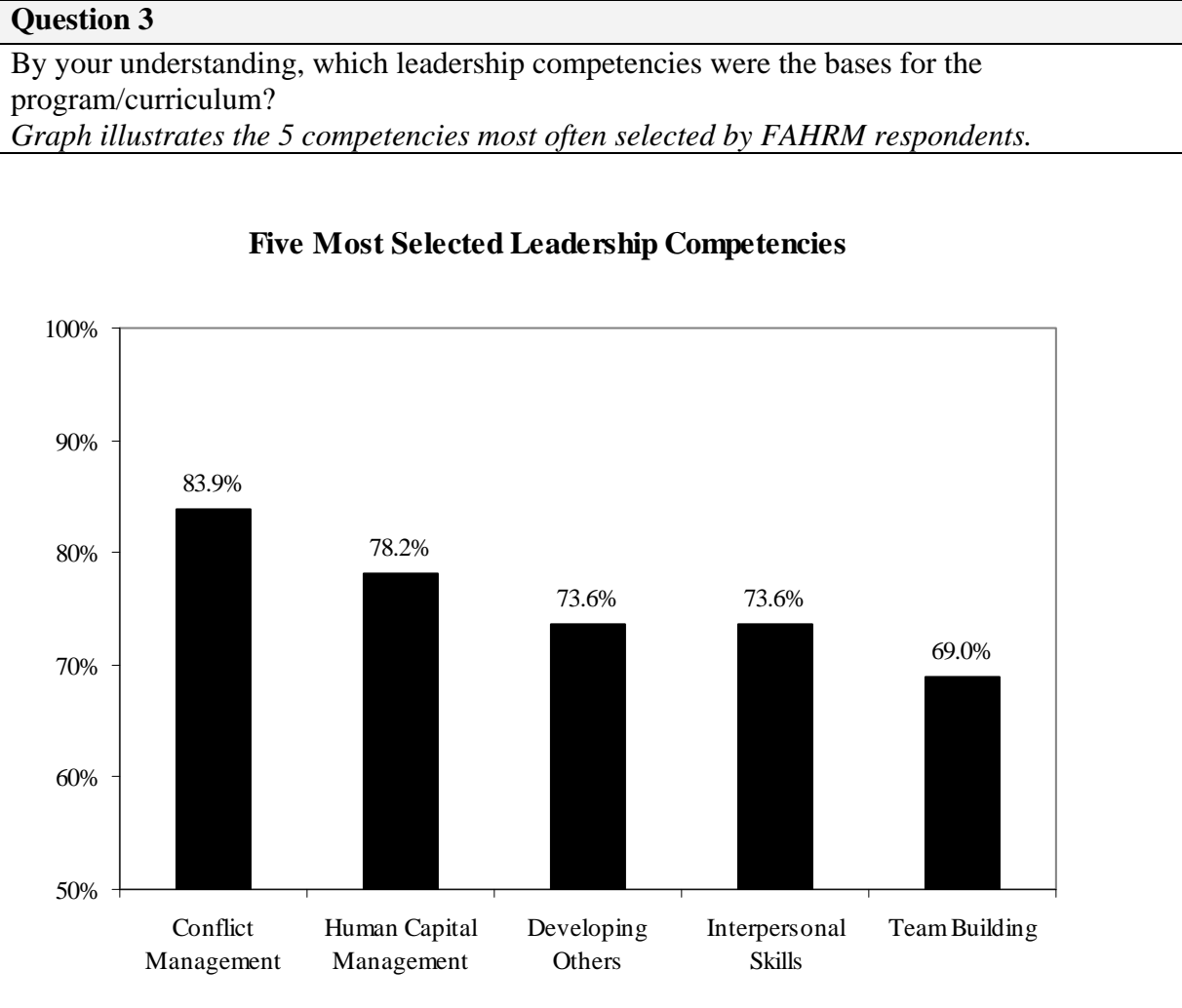
Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	4.06

84 percent of the respondents either strongly agreed or agreed that FAHRM provided opportunities for professional growth and development.

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	4.12

87 percent of the respondents either strongly agreed or agreed that FAHRM was the appropriate choice for my position.

For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.



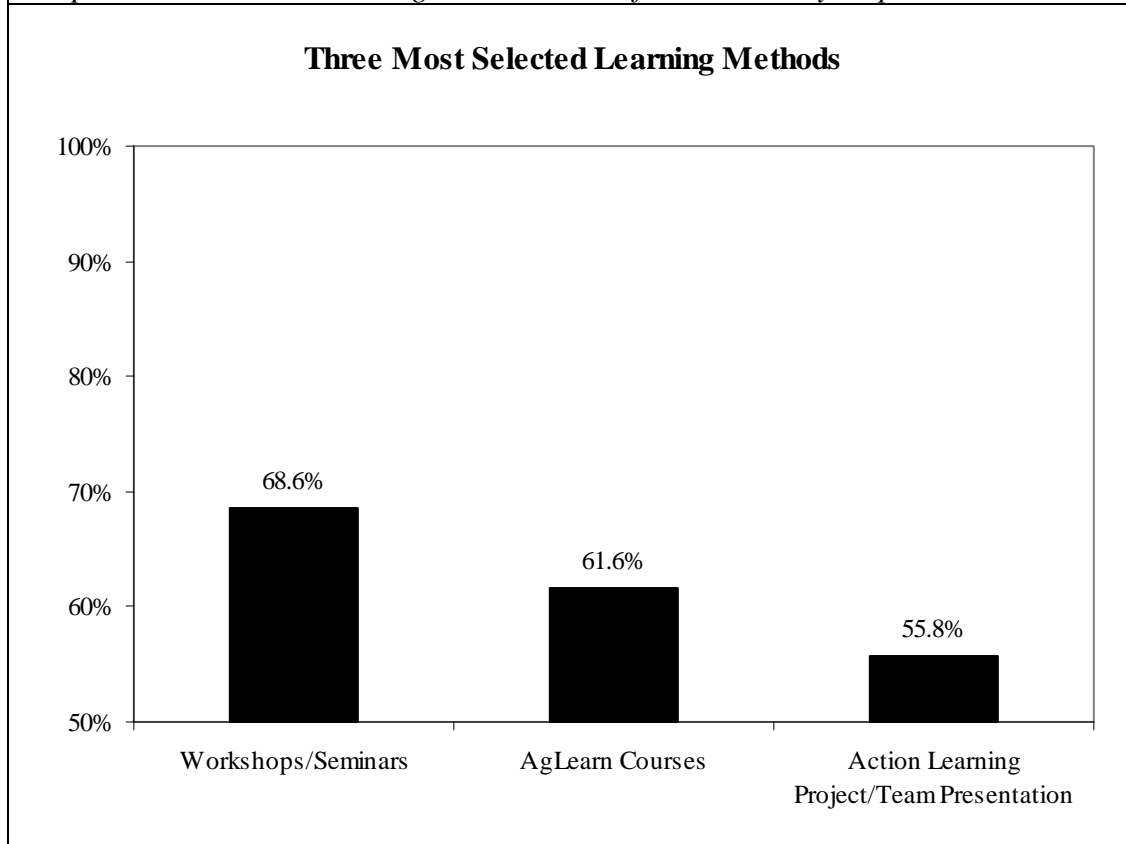
As noted in the graph, Conflict Management was the most selected leadership competency. Human Capital Management was the second most selected leadership competency. Developing Others and Interpersonal Skills were tied as the third most selected leadership competencies. Team Building was the fifth most selected leadership competency.

The selection of Conflict Management, Human Capital Management, and Developing Others are aligned with the competencies listed for FAHRM. The competencies of Interpersonal Skills and Team Building are not listed for FAHRM but both competencies are critical to APHIS supervisors.

Question 4

Which learning methods were utilized in the program/curriculum?

Graph illustrates the 3 learning methods most often selected by respondents.

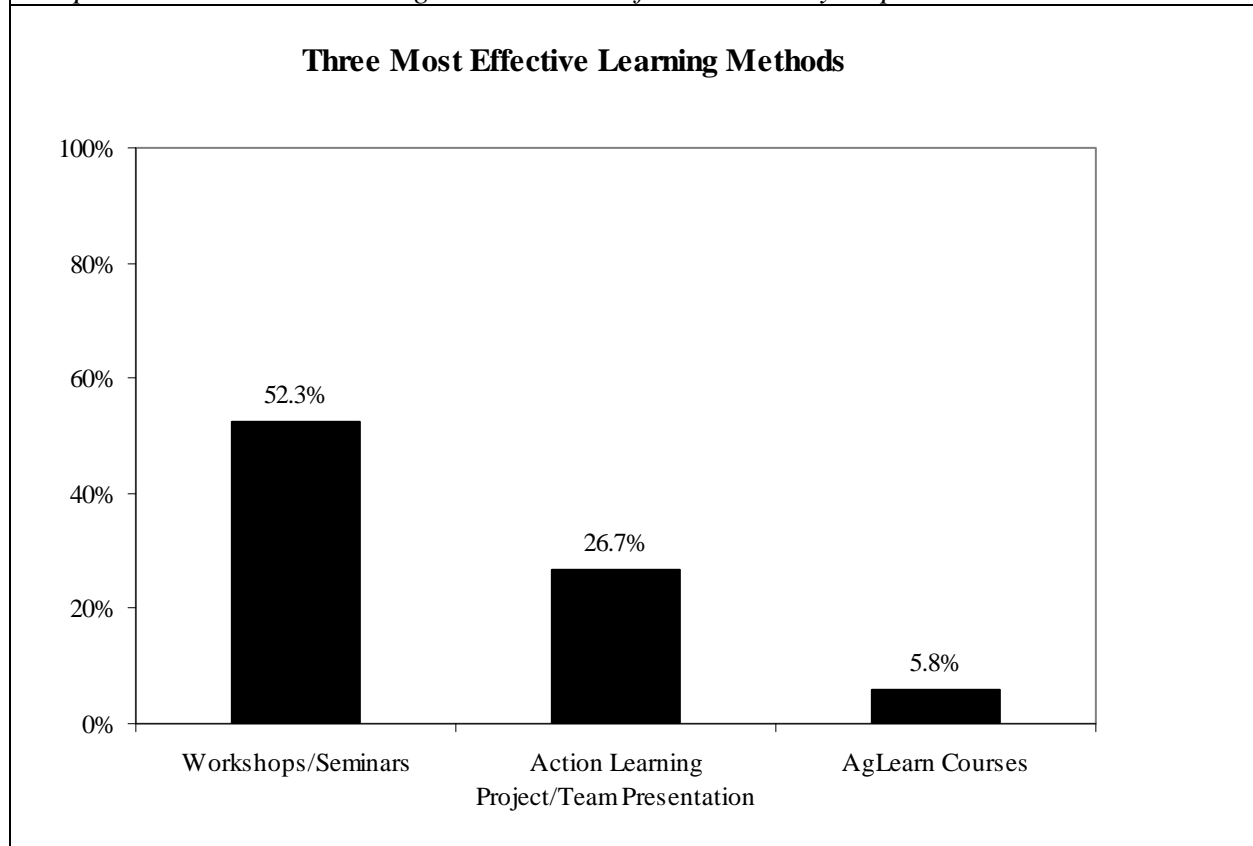


As noted in the graph, Workshops/Seminars were the most selected learning method. AgLearn courses and Action Learning Project/Team Presentation were the second and third most selected learning methods. The selection of all three demonstrated that FAHRM incorporated different learning methods for the adult learner.

Comment: the selection of Action Learning Project/Team Presentation (ALP/TP) may be incorrect in this instance. FAHRM does not use either learning method within the program. Perhaps survey respondents are selecting ALP/TP in place of group work in the workshops/seminars.

Question 5

In your opinion, which learning methods were the most effective for your learning?
Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, over 50 percent of the respondents selected Workshops/Seminars as the most effective learning method for FAHRM. The second and third most effective learning methods were Action Learning Project/Team Presentation and AgLearn Courses.

The selection of Workshops/Seminars as the most effective method shows that FAHRM participants believed that learning occurred best from the instructors/facilitator and other participants.

Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. Part two of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum	4.14

88 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing FAHRM. The rating average of 4.14 illustrates that FAHRM covered the important leadership competencies needed by new APHIS supervisors.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.16

88 percent of the respondents either strongly agreed or agreed that FAHRM benefitted the Agency by furthering by professional and personal development.

Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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Leadership Development Program (Track II)

Introduction

The Leadership Development Program (Track II) is coordinated by the APHIS Training and Development Branch (TDB). The TDB conducts the program in collaboration with the contractor, Organizational Assessment & Development (OAD).

Track II is targeted for APHIS employees at the GS 12 -14 level.

Percentage of training delivered by:

- APHIS TDB – 90%
- OAD – 10%

Track II focuses on the following competencies: Accountability, Conflict Management, Continual Learning, Creativity and Innovation, Customer Service, Decisiveness, External Awareness, Flexibility, Human Resources, Influencing and Negotiating, Integrity/Honesty, Interpersonal Skills, Oral Communication, Partnering, Problem Solving, Resilience, Team Building, and Written Communication.

The analysis of Track II is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick’s evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 electronic survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

Analysis Methods

Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participants’ reaction to the training. This section compares Kirkpatrick’s criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

Track II Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>		•	
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>		•	
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		

Track II Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from Track II Level 1 Evaluation–Track II was conducted primarily in Riverdale, Maryland for approximately 50 participants. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery for LDP Class 2008 *only*.

Comment: Level 1 evaluation for Track II does not clearly align with the criteria listed in the table below. Track II uses the following Likert Scale:

Very Relevant ***Relevant*** ***Fairly Relevant*** ***Not Very Relevant*** ***Not at all Relevant***
 (1) (2) (3) (4) (5)

Evaluation Criteria	Class 2008
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	*
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.	89%**
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	*
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> • Displayed a thorough knowledge of material presented • Responsive to questions or need for help • Presented the subject in a clear and concise manner 	80%**

**This question is not clearly stated in the evaluation.*

*** Percentage derived from 25 courses over 6 workshops.*

Participant Comments–Overall, the written comments for the Track II program indicates that participants were appreciative of the opportunity to develop as leaders. A majority of program participants commented positively on the breadth of subjects covered, developmental and shadow assignments, and the opportunity to visit other APHIS locations such as regional offices. At the conclusion of Class 2008, 15 out of the 23 participants rated the likelihood that they would recommend the program to others as high.

Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 26 respondents answered the Level 2 and Level 3 Survey for Track II

Section 2 addresses **Survey Questions 1 through 5**

For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Strongly Disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5)

Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	4.50

92.3 percent of respondents either strongly agreed or agreed that Track II provided opportunities for professional growth and development.

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	4.38

88.4 percent of respondents either strongly agreed or agreed that Track II was the appropriate choice for their positions.

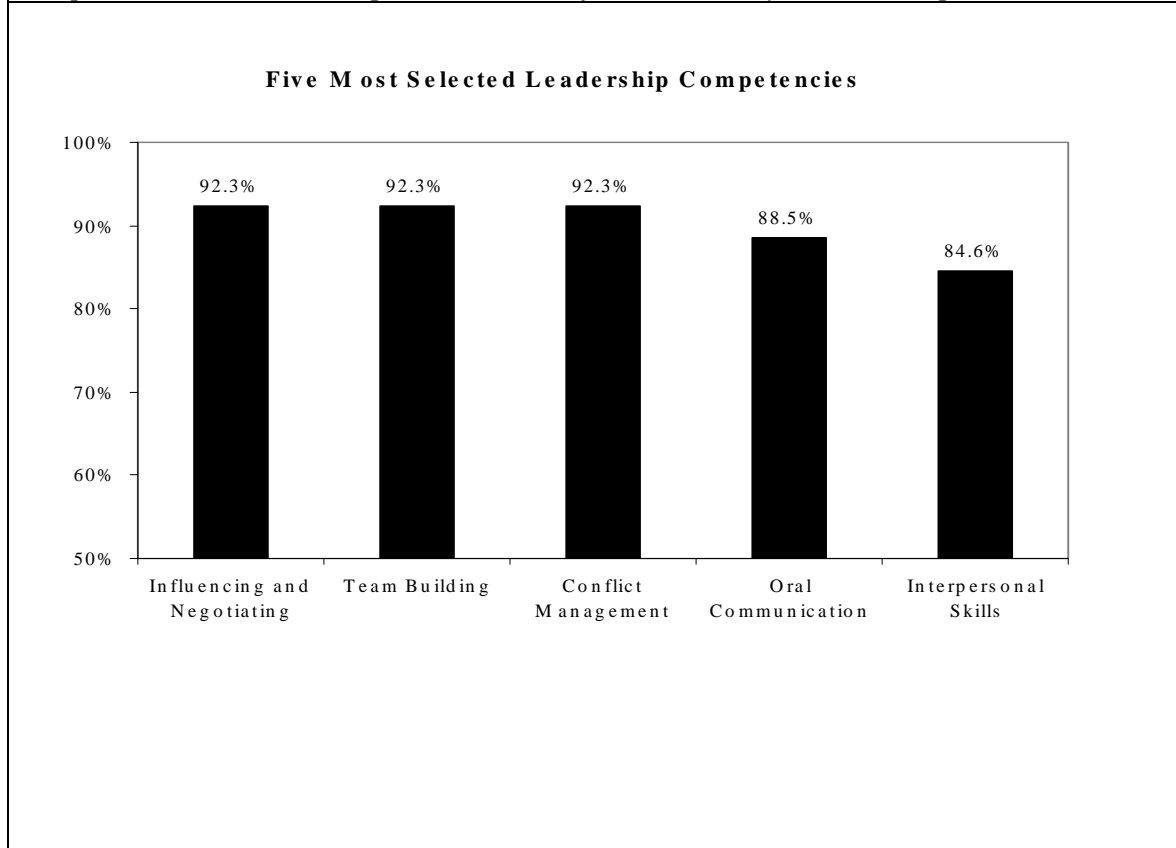
Comment: This percentage reflects Track II participants in the GS 12 -14 levels. Beginning with Class 09 in April 2008, Track II participants are in the GS 12 and 13 levels.

For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.

Question 3

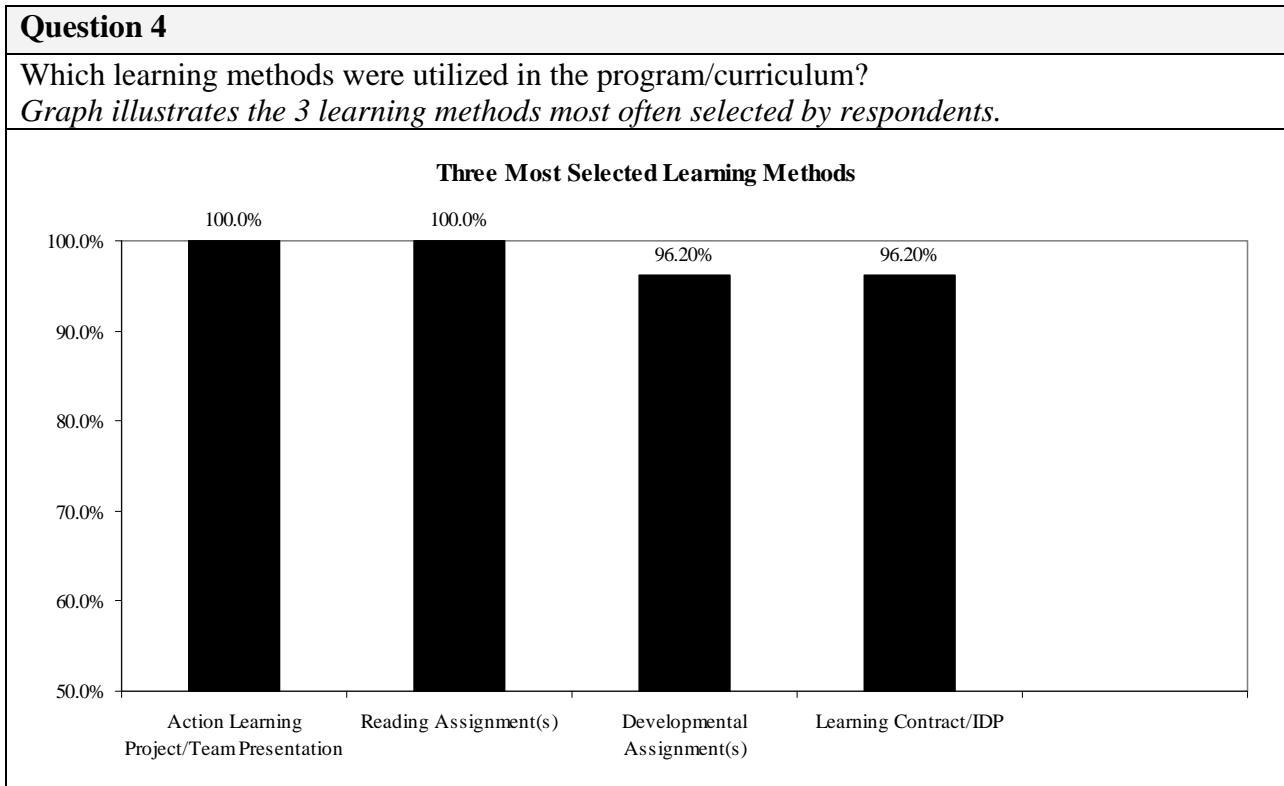
By your understanding, which leadership competencies were the bases for the program/curriculum?

Graph illustrates the 5 competencies most often selected by Track II respondents.



While the five most selected leadership competencies are illustrated in the graph, it is important to note that every leadership competency was selected as being included in the Track II program. The input provided by program participants into determining which competencies should be taught is cited as a positive for this program.

Influencing and Negotiating, Team Building, and Conflict Management were the three most selected leadership competencies perhaps because most of the program participants were in supervisory and/or team leader positions. Oral Communication and Interpersonal Skills were the fourth and fifth most selected leadership competency perhaps because most of the program participants communicated within and outside of APHIS.



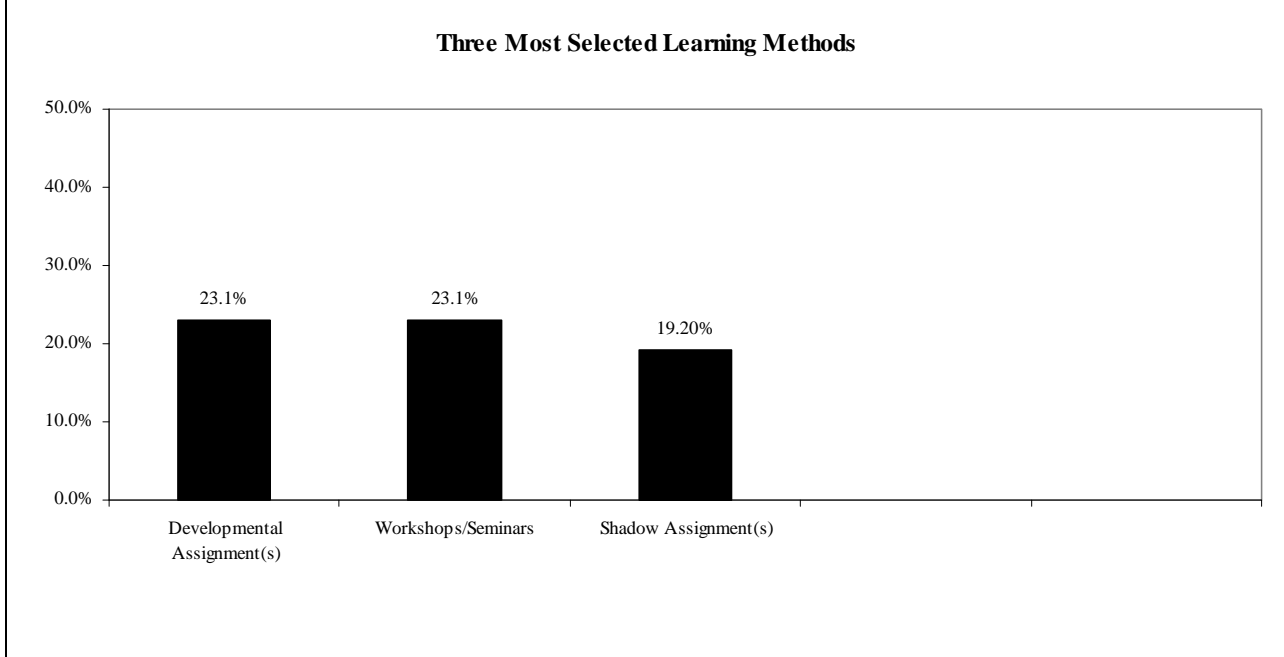
As noted in the graph, both action learning project/team presentation and reading assignment(s) were selected most frequently by respondents. The third most selected learning method was tied between developmental assignment and learning contract.

The importance that respondents place on all four most selected learning methods may be because program participants *choose* the action learning project, reading assignment(s) and developmental assignment. Participants also created an individual learning plan or learning contract which were tailored to their developmental needs. This allows for participants to individualize their learning experience and therefore perhaps benefit more from a personalized program.

Question 5

In your opinion, which learning methods were the most effective for your learning?

Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, most respondents selected either developmental assignment or workshops/seminar as the most effective Track II learning method. The third most selected learning method was shadow assignments.

All three selections highlight the importance of program participant input into the overall learning process. Since participants selected their own developmental and shadow assignments, and provided input into the courses for each workshop, Track II became an individual learning experience for participants.

Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. Part two of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum	4.27

89 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

The rating average of 4.27 illustrates that because Track II covered every leadership competency most respondents have applied the training.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.38

85 percent of the respondents either strongly agreed or agreed that the program/curriculum benefitted the Agency by furthering by professional and personal development.

The rating average of 4.38 demonstrates that respondents believe that the Track II benefitted themselves and the Agency.

Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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Leading in the 21st Century (L-21)

Introduction

PPQ's Leading in the 21st Century (L-21) is a mid-level leadership program designed for PPQ employees in the GS 11-13 levels. L-21 began in 2004 and is conducted by the Leadership Development & Organizational Support (LDOS) unit of PPQ's Professional Development Center.

Percentage of training delivered by

	Session 1	Session 2	Session 3	Session 4	Session 5
LDOS	100%	60%	0%	50%	100%
Vendors	0%	40%	100%	50%	0%

L-21 focuses on the following leadership competencies: Accountability, Continual Learning, Creativity and Innovation, External Awareness, Flexibility, Influencing and Negotiating, Interpersonal Skills, Leveraging Diversity, Oral Communication, Partnering, Political Savvy, Resilience, Self Awareness, Strategic Thinking, Team Building, Vision, and Written Communication.

The analysis of L-21 is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program level 1 evaluations
- Results and analysis of level 2 online survey
- Results and analysis of level 3 electronic survey
- Preliminary recommendations

Analysis Methods

Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

L21 Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>	•		
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>	•		
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		

L21 Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from L-21 Level 1 Evaluation–L-21 was conducted in Frederick Maryland, Fort Collins Colorado, and Raleigh North Carolina. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Evaluation Criteria	Pilot Class 2004	May 2005 – May 2006	December 2006 – December 2007
Percentage of participants that strongly agreed or agreed that program learning objectives were achieved.	*	*	*
Percentage of participants that strongly agreed or agreed that program content and materials were relevant to leadership development.	88%	100%	100%
Percentage of participants that strongly agreed or agreed that the pace and length of the program was just right.	76%	96%	85%
Percentage of participants who strongly agreed or agreed on the following statements on instructor(s) <ul style="list-style-type: none"> • Displayed a thorough knowledge of material presented • Responsive to questions or need for help 	92%	97%	100%

** This question is not clearly asked in the program evaluation.*

Participant Comments–Participants indicate that the L21 program provided them with opportunity to learn about themselves, PPQ, and APHIS. 98% of the program participants would recommend L21 to other PPQ employees.

Section 2: Analysis of Level 2 Evaluation

The purpose of the Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 32 participants responded to the survey for L21.

Section 2 addresses **Survey Questions 1 through 5**

For Questions 1 and 2, participants were asked rate to the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Strongly Disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5)

Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	4.09

78 percent either strongly agreed or agreed that L21 provided opportunities for professional growth and development.

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	4.00

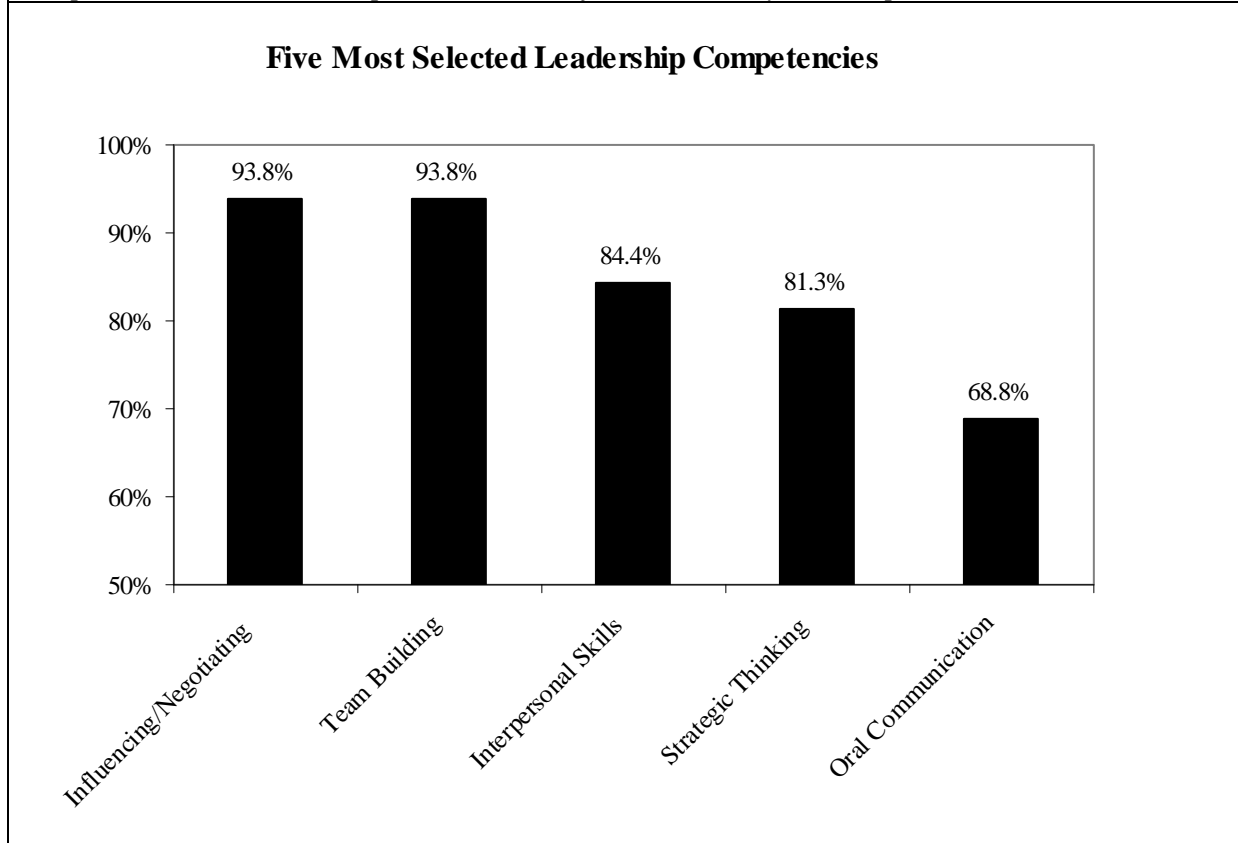
78 percent either strongly agreed or agreed that L21 was the appropriate choice for their positions.

For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.

Question 3

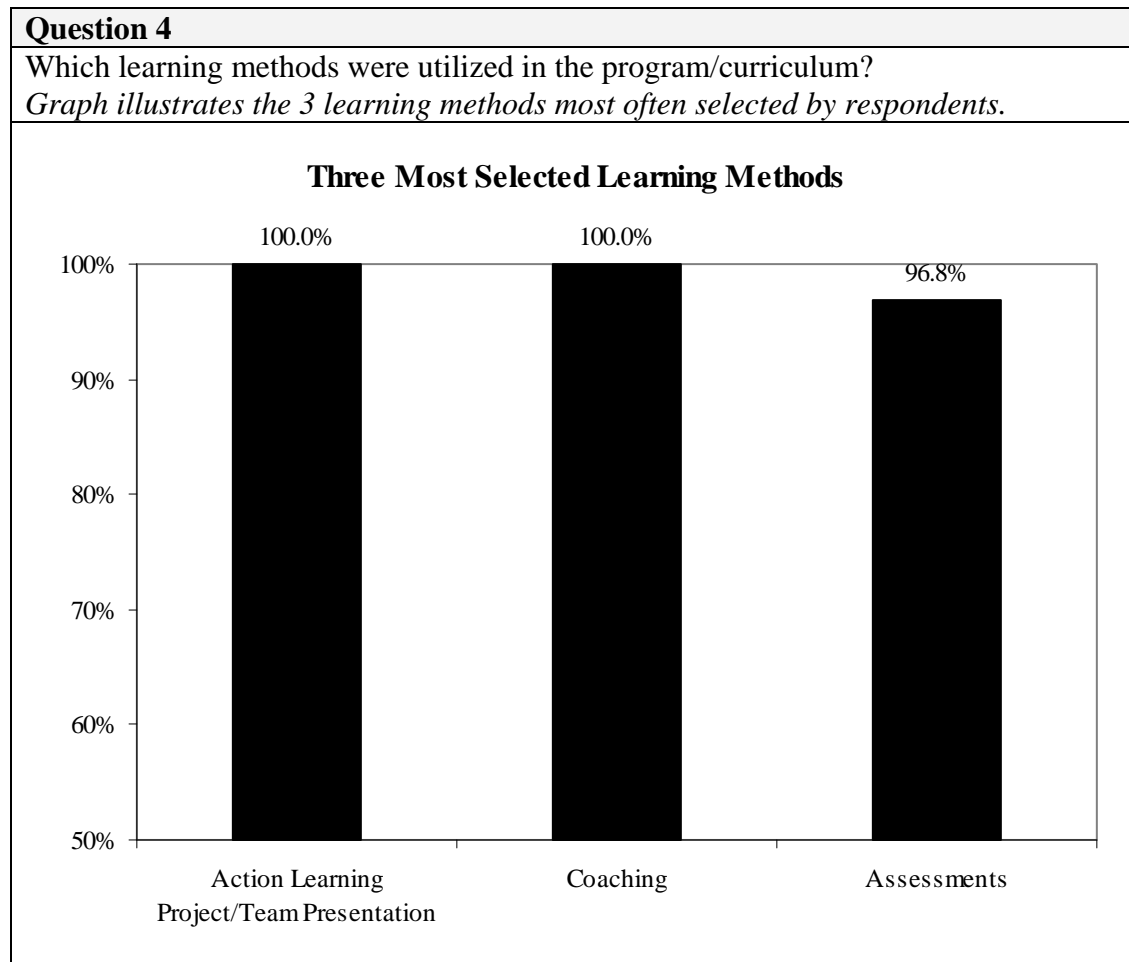
By your understanding, which leadership competencies were the bases for the program/curriculum?

Graph illustrates the 5 competencies most often selected by L21 respondents.



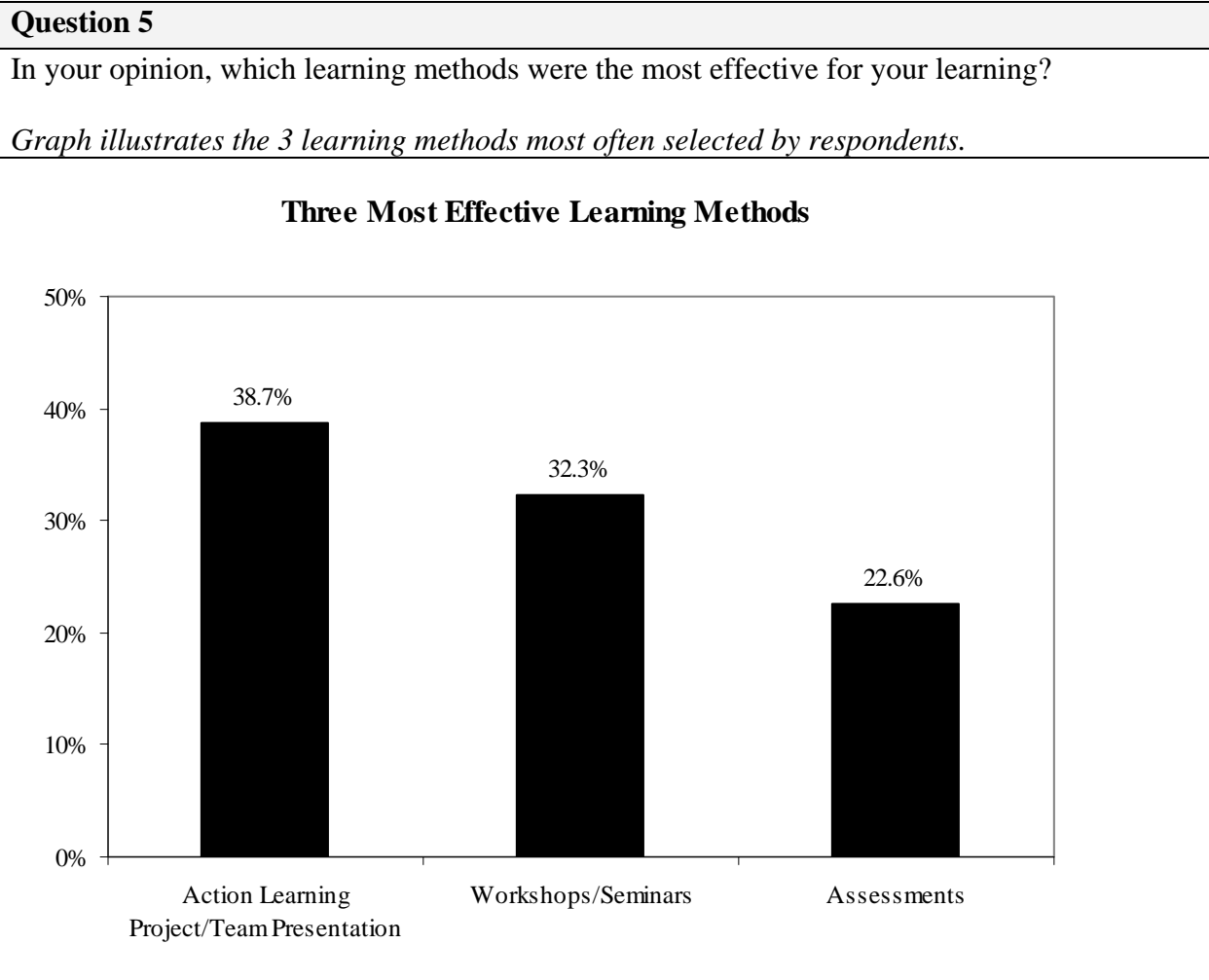
While the five most selected leadership competencies are illustrated in the graph, it is important to note that every leadership competency was selected as being included in the L21 program.

The selection of Influencing and Negotiating and Team Building is important since many L21 participants were field personnel interacting with coworkers, stakeholders, and other federal agencies. Interpersonal Skills and Oral Communication are fundamental competencies for Influencing and Negotiating and Team Building. The selection of Strategic Thinking may be due to PPQ’s focus on Workforce Planning.



As noted in the graph, Action Learning Project/Team Presentation and Coaching were the most selected learning methods. Assessments were the third most selected learning method. The selections of Action Learning Project/Team Presentation and Coaching are important because both learning methods incorporate leadership competencies such as team building, oral communication, and written communication. The selection of Assessments is important because the assessments provide training participants and coaches with ways to improve selected leadership competencies.

Additionally, all three learning methods demonstrate that L21 incorporated methods for different learning styles.



As noted in the graph, over 38 percent of the respondents believed that the Action Learning Project/Team Presentation was the most effective learning method for them. A reason for this selection may be that respondents might have been concentrating on the following competencies; Oral Communication, Team Building, and Interpersonal Skills.

The second most effective learning method for L21 respondents was Workshops/Seminars. An explanation for this selection may be that respondents were concentrating on all of the leadership competencies. The third most effective learning method was Assessments. A reason for this selection may be that respondents gained a more thorough understanding of themselves, colleagues, and PPQ.

Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to performance of work duties; thereby benefitting the Agency. Part two of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum	4.35

84 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

The rating average of 4.35 illustrates that because L21 covered every leadership competency most respondents have applied the training.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.55

90 percent of the respondents either strongly agreed or agreed that L21 benefitted the Agency by furthering by professional and personal development.

The rating average of 4.55 demonstrates that respondents strongly believe that L21 was beneficial to participants and the Agency. This is corroborated since 98% of program participants would recommend L21 to other PPQ colleagues.

Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. Another suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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New Supervisor Seminar (NSS)

Introduction

The New Supervisor Seminar (NSS) is conducted by the Leadership Development & Organizational Support (LDOS) unit of PPQ's Professional Development Center. NSS is targeted to PPQ supervisors with experience of 18 months or less. Project Managers and Team Leaders may also participate.

Percentage of training delivered by:

- LDOS training specialists – 77.5%
- Vendor - KT Global Associates – 22.5%

NSS focuses on the following leadership competencies: Accountability, Conflict Management, Continual Learning, Influencing and Negotiating, Interpersonal Skills, Resilience, Self-Awareness, and Team Building.

The analysis of NSS is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

Analysis Methods

Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

NSS Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>	•		
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>	•		
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		

NSS Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from NSS Level 1 Evaluation–New Supervisor Seminar was conducted in Frederick, Maryland and Fort Collins, Colorado for 42 participants. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Evaluation Criteria	2006*	2007	2008
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	100%	100%	100%
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development as a supervisor.	94.5%	100%	100%
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	68%	71%	95%
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> • Displayed a thorough knowledge of material presented • Responsive to questions or need for help • Presented the subject in a clear and concise manner 	100%	93%	100%

** Percentage is derived from 2 workshops.*

Participant Comments–Participants responded positively to many modules within NSS including Conflict Prevention and Resolution, Challenge of Team Leadership, and Providing Constructive Feedback.

Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 27 participants responded to the survey for NSS.

Section 2 addresses **Survey Questions 1 through 5**

For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Strongly Disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5)

Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	3.96

81 percent of the respondents either strongly agreed or agreed that NSS provided opportunities for professional growth and development

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	3.96

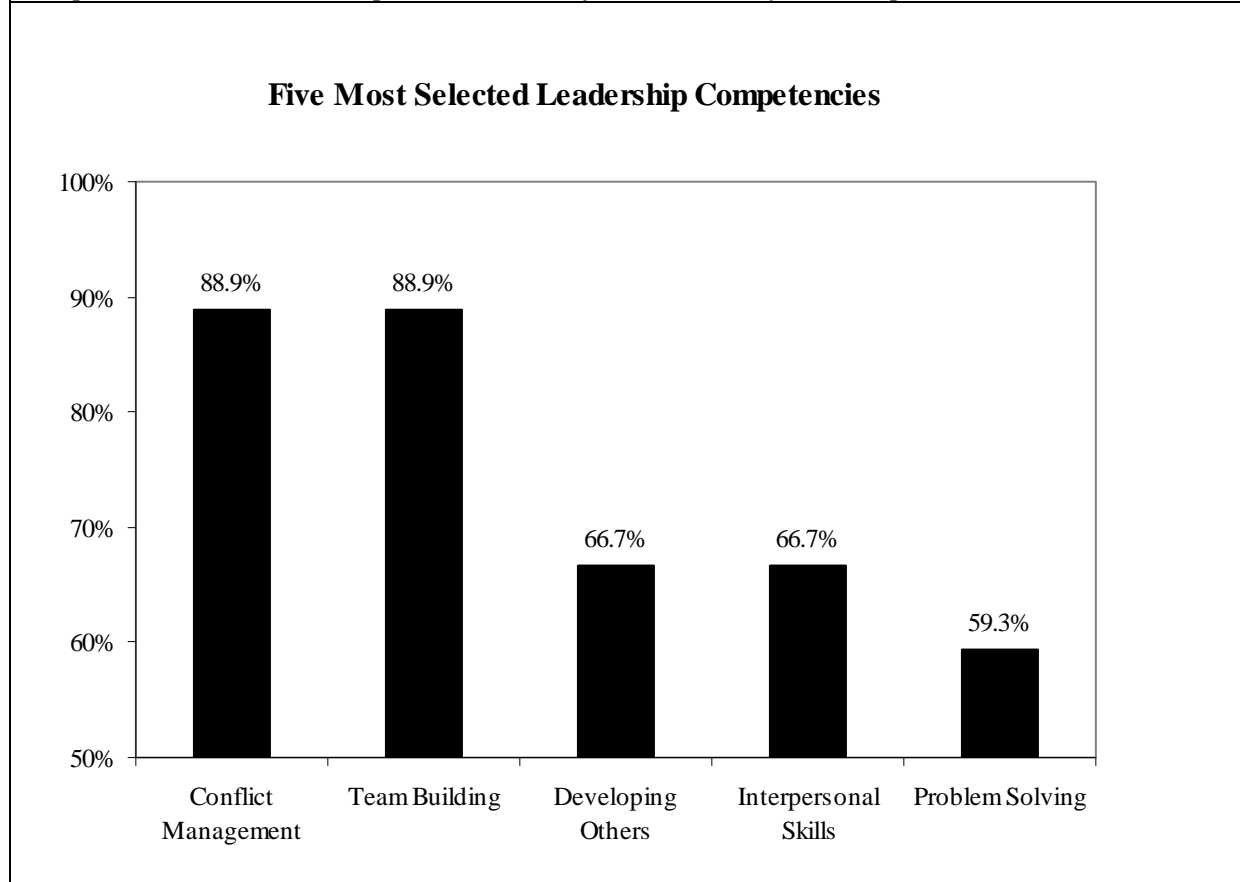
85 percent of the respondents either strongly agreed or agreed that NSS was appropriate for their position.

For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.

Question 3

By your understanding, which leadership competencies were the bases for the program/curriculum?

Graph illustrates the 5 competencies most often selected by NSS respondents.



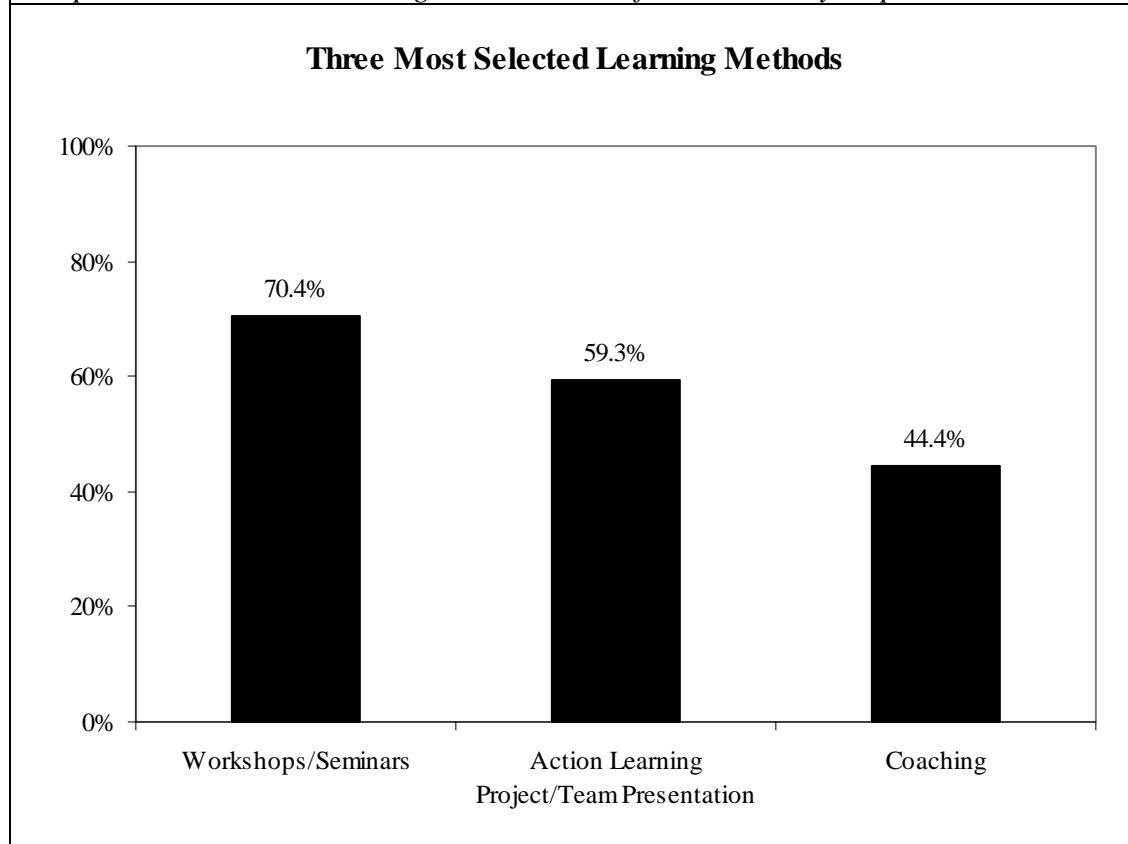
As noted in the graph, Conflict Management and Team Building were tied for the most selected leadership competencies. Developing Others and Interpersonal Skills were tied for the second most selected leadership competencies. Problem Solving was the third most selected leadership competency.

The selection of Conflict Management, Team Building, and Interpersonal Skills are aligned with the competencies listed for NSS. The competencies of Developing Others and Problem Solving are not listed for NSS but both competencies are critical to new APHIS supervisors.

Question 4

Which learning methods were utilized in the program/curriculum?

Graph illustrates the 3 learning methods most often selected by respondents.



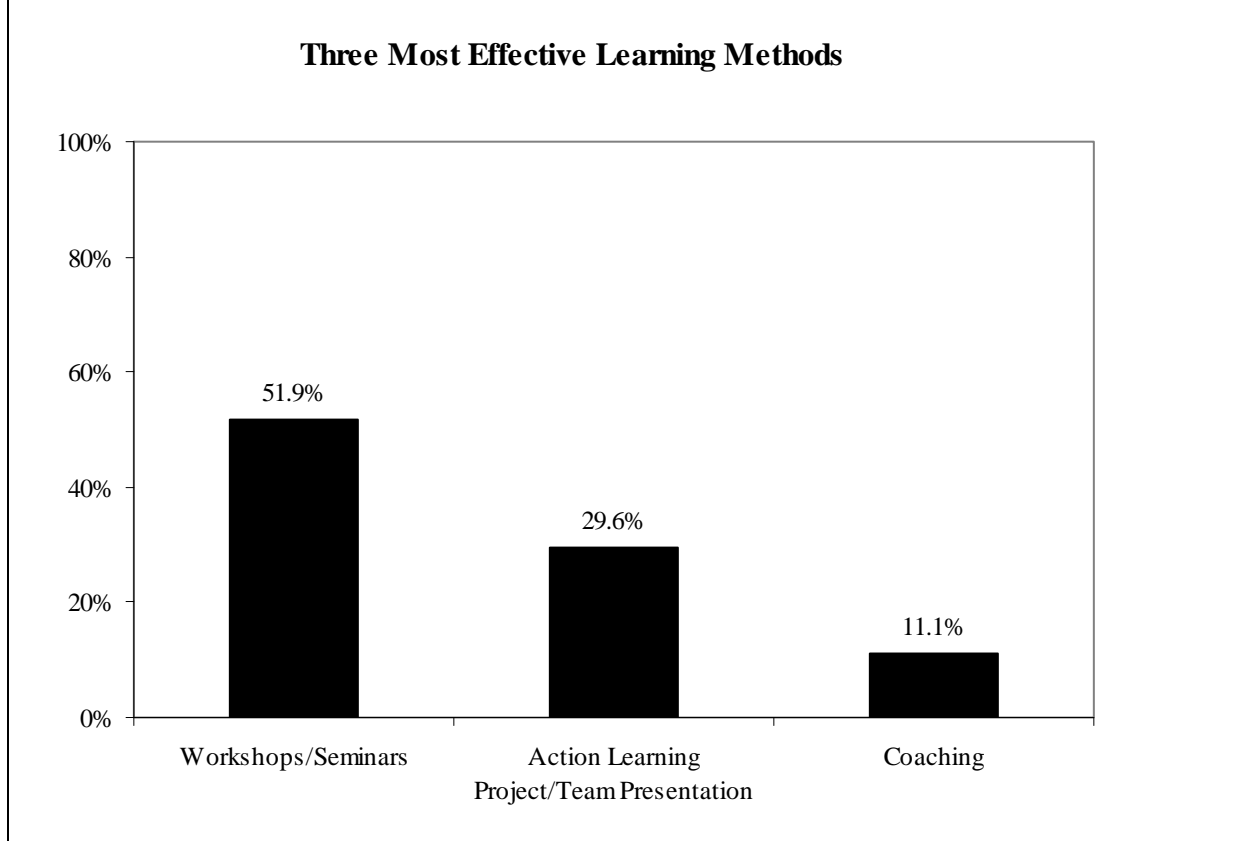
As noted in the graph, Workshops/Seminars were the most selected learning method. Action Learning Project/Team Presentation and Coaching were the second and third most selected learning methods. The selection of all three demonstrates that NSS incorporated different learning methods for the adult learner.

Comment: the selection of Action Learning Project/Team Presentation (ALP/TP) may be incorrect in this instance. NSS does not use either learning method within the program. Perhaps survey respondents are selecting ALP/TP in place of group work in the workshops/seminars.

Question 5

In your opinion, which learning methods were the most effective for your learning?

Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, over 51 percent of the respondents selected Workshops/Seminars as the most effective learning method for NSS. The second and third most effective learning methods were Action Learning Project/Team Presentation and Coaching.

The selection of Workshops/Seminars as the most effective method shows that NSS participants believed that learning best occurred from the instructors/facilitator and other participants.

Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part two of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum	3.74

70 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum. The rating average of 3.74 illustrates that training obtained in NSS has been applied by a good percentage of the new supervisors or team leaders.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.07

85 percent of the respondents either strongly agreed or agreed that the Agency benefitted by increasing participants professional and personal development. The rating average of 4.07 illustrates that NSS was beneficial to employees, PPQ, and APHIS.

Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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Operation Jumpstart II (OJ II)

Introduction

The Operation Jumpstart II is conducted by the APHIS Training and Development Branch (TDB). This program is a Headquarters based program to hire and place new clerical and administrative support employees as they enter the Agency.

Percentage of training delivered by:

- APHIS TDB - 88%
- Vendors - 12%

OJ II focus on the following leadership competencies: Accountability, Conflict Management, Continual Learning, Customer Service, Flexibility, Interpersonal Skills, Integrity/Honesty, Oral Communication, Problem Solving, Public Service Motivation, Team Building, and Written Communication.

The analysis of OJ II is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick’s evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

Analysis Methods

Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participants’ reaction to the training. This section compares Kirkpatrick’s criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

Comment: this evaluation utilizes short answer questions to evaluate participants’ reactions.

OJ II Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>			•
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>			•
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		

OJ II Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>		•	
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>		•	
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from OJ II Level 1 Evaluation—OJ II was conducted at APHIS Headquarters in Riverdale, Maryland. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, design of workshop, and instructor delivery.

Comment: Since the OJ II evaluation assessed the program by asking questions, the assessment does not align with the criteria listed in the table below.

Evaluation Criteria	2005	2006	2007	2008
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	No information provided to answer these questions.			
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.				
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.				
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> • Displayed a thorough knowledge of material presented • Responsive to questions or need for help • Presented the subject in a clear and concise manner 				

Participant Comments—Participants’ comments on OJ II were very positive including recommending the program to other people.

Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 6 people responded to the survey for OJ II.*

Section 2 addresses **Survey Questions 1 through 5**

For Questions 1 and 2, participants were asked rate to the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*
 (1) (2) (3) (4) (5)

Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	4.67

100 percent of the respondents either strongly agreed or agreed that OJII provided opportunities for professional growth and development.

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	4.00

83 percent of the respondents either strongly agreed or agreed that OJ II was the appropriate choice for their position.

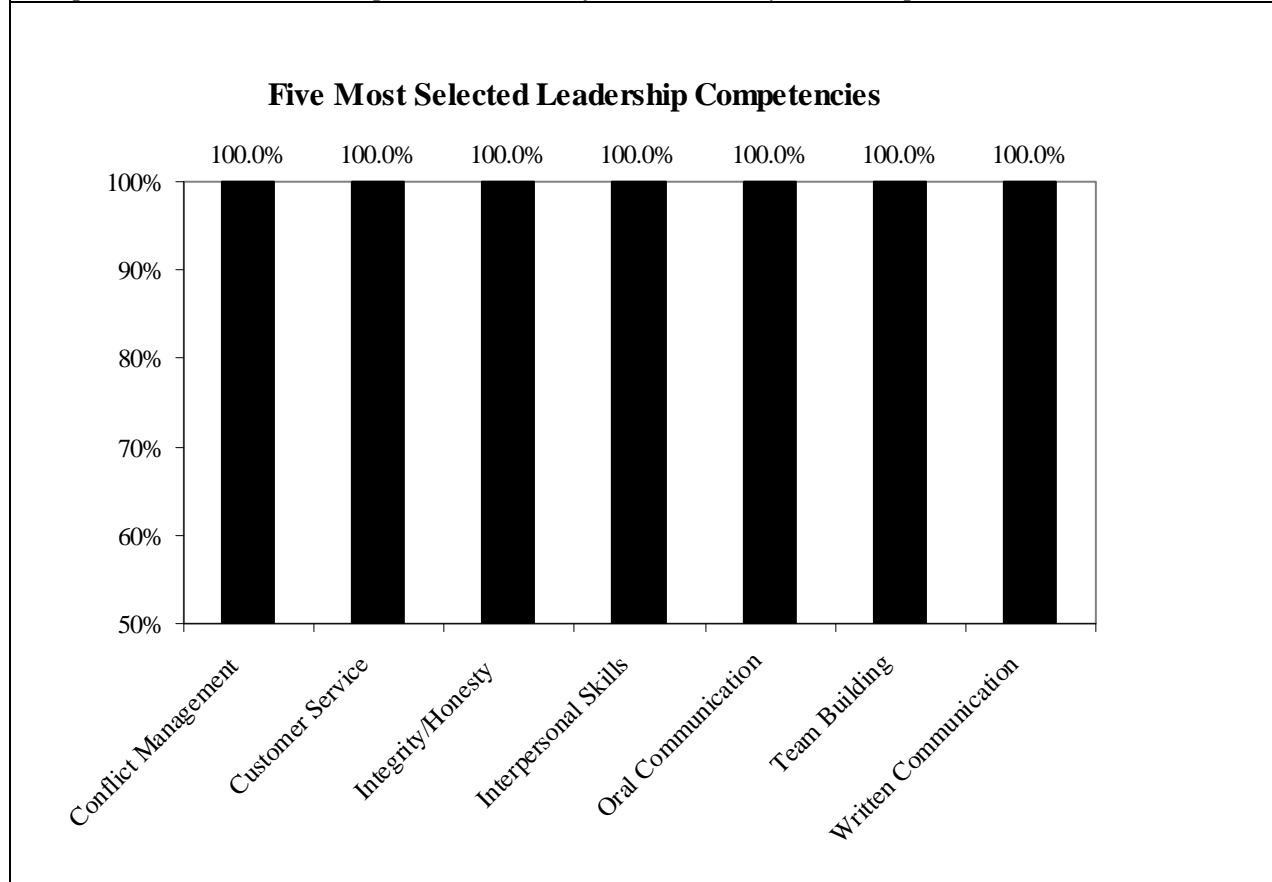
*Because the response for this program/curriculum was small, the results for OJ II are not statistically valid. However, the information represents the best evidence available, and shows clear trends.

For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.

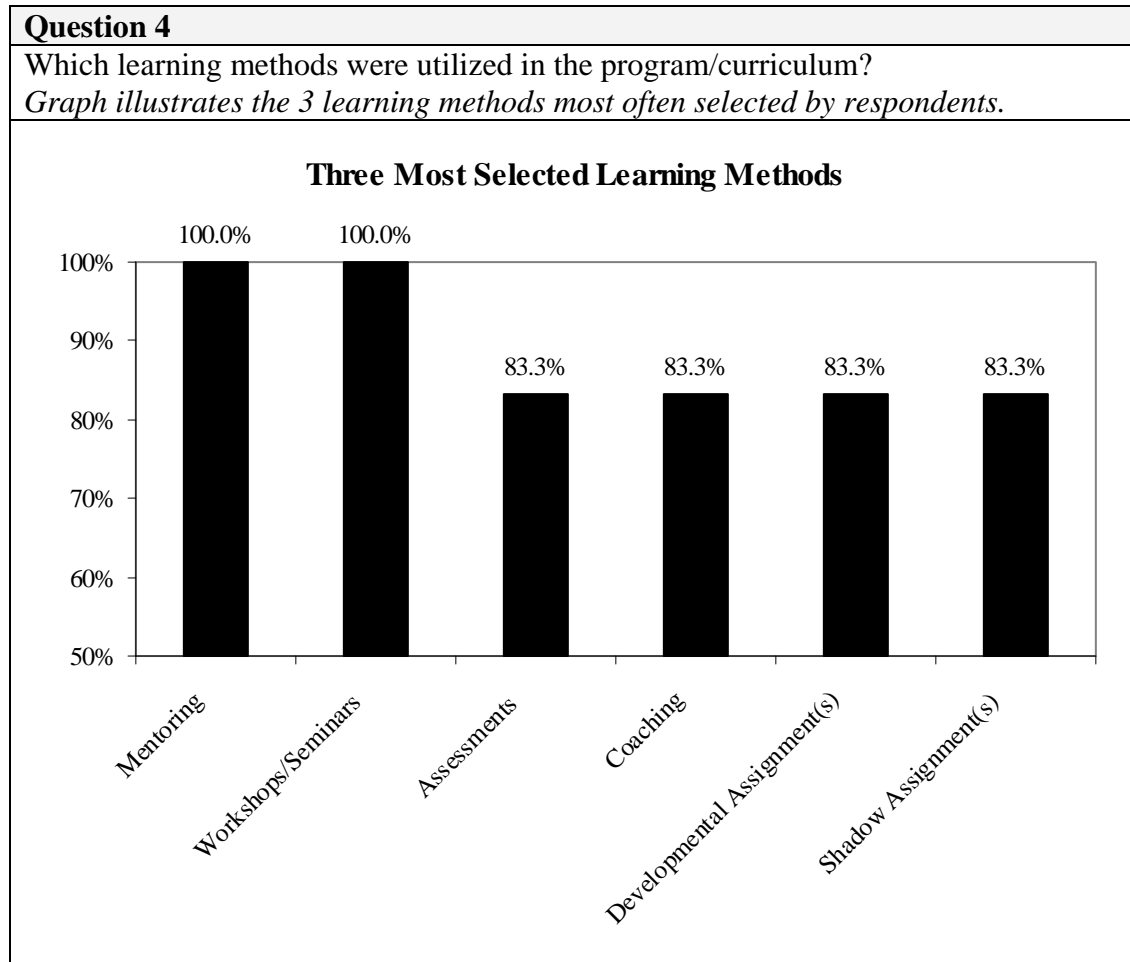
Question 3

By your understanding, which leadership competencies were the bases for the program/curriculum?

Graph illustrates the 5 competencies most often selected by OJ II respondents.



As noted in the graph, Conflict Management, Customer Service, Integrity/Honesty, Interpersonal Skills, Oral Communication, Team Building, and Written Communication were all equally important to the respondents. All of the selected competencies are aligned with the competencies listed for OJ II.



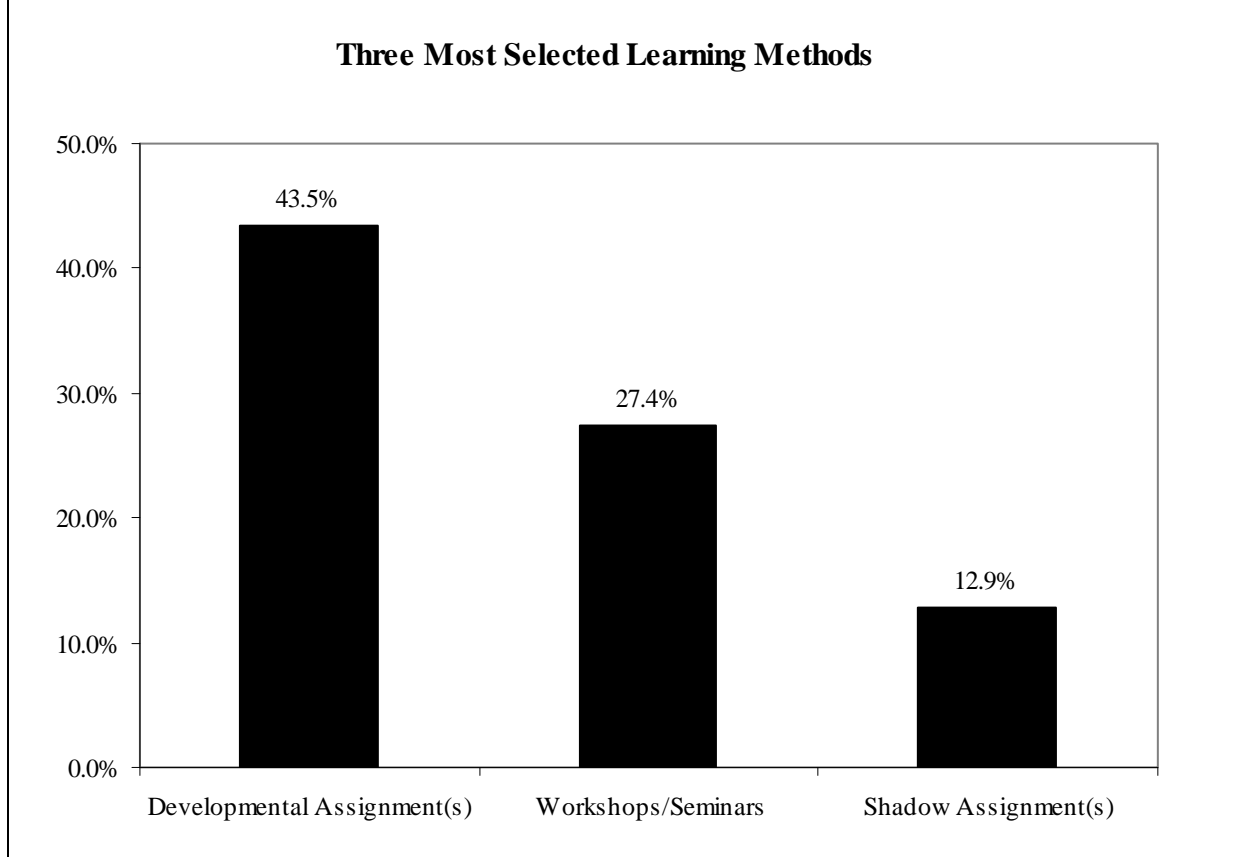
As noted in the graph, Mentoring and Workshops/Seminars were the most selected learning methods. Assessments, Coaching, Developmental Assignments, and Shadow Assignments were the next most selected learning methods.

The different learning methods demonstrate that OJ II provided numerous opportunities for participants to learn about themselves, their abilities, and APHIS.

Question 5

In your opinion, which learning methods were the most effective for your learning?

Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, over 40 percent of the respondents selected Developmental Assignments as the most effective learning method for OJ II. The second and third most effective learning methods were Workshops/Seminars and Shadow Assignments.

The selection of Developmental Assignments as the most effective learning method shows that OJ II participants believed that having input in their developmental assignment was the most effective way to learn.

Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. Part two of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum	4.83

100 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.33

83 percent of the respondents either strongly agreed or agreed that the program/curriculum benefitted the Agency by furthering by professional and personal development.

The rating average of 4.33 demonstrates that respondents believe that the OJ II benefitted themselves and the Agency.

Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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Preparing APHIS Team-leaders (PAT)

Introduction

The Preparing APHIS Team-leaders (PAT) began in 2007 and is conducted by the APHIS Training and Development Branch (TDB). PAT is intended for APHIS positional team leads and project managers with or without official authorities.

Percentage of training delivered by:

- APHIS TDB - 100%

PAT focus on the following leadership competencies: Continual Learning, Conflict Management, Influencing and Negotiating, Integrity/Honesty, Interpersonal Skills, Leveraging Diversity, Problem Solving, and Team Building

The analysis of PAT is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

Analysis Methods

Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

PAT Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>	•		
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>	•		
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		

PAT Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from PAT Level 1 Evaluation–PAT was conducted in Riverdale, Fort Collins, and Raleigh. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Comment: The Likert Scale in this evaluation has more positive descriptions than negative descriptions. For the purpose of the analysis, only *Very Good* and/or *Excellent* were included in the analysis.

Poor *Satisfactory* *Good* *Very Good* *Excellent*
 (1) (2) (3) (4) (5)

Evaluation Criteria	2007	2008
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	86%	93%
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development as a team leader.	86%	93%
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	82%	100%
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> • Displayed a thorough knowledge of material presented • Responsive to questions or need for help • Presented the subject in a clear and concise manner 	83%*	83%*

**Percentages derived from averaging the instructors’ scores.*

Participant Comments–No written comments were included in the level 1 assessment.

Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 14 participants responded to the survey for PAT.

Section 2 addresses **Survey Questions 1 through 5**

For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Strongly Disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly Agree (5)

Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	3.71

71 percent of the respondents either strongly agreed or agreed that PAT provided opportunities for professional growth and development.

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	3.93

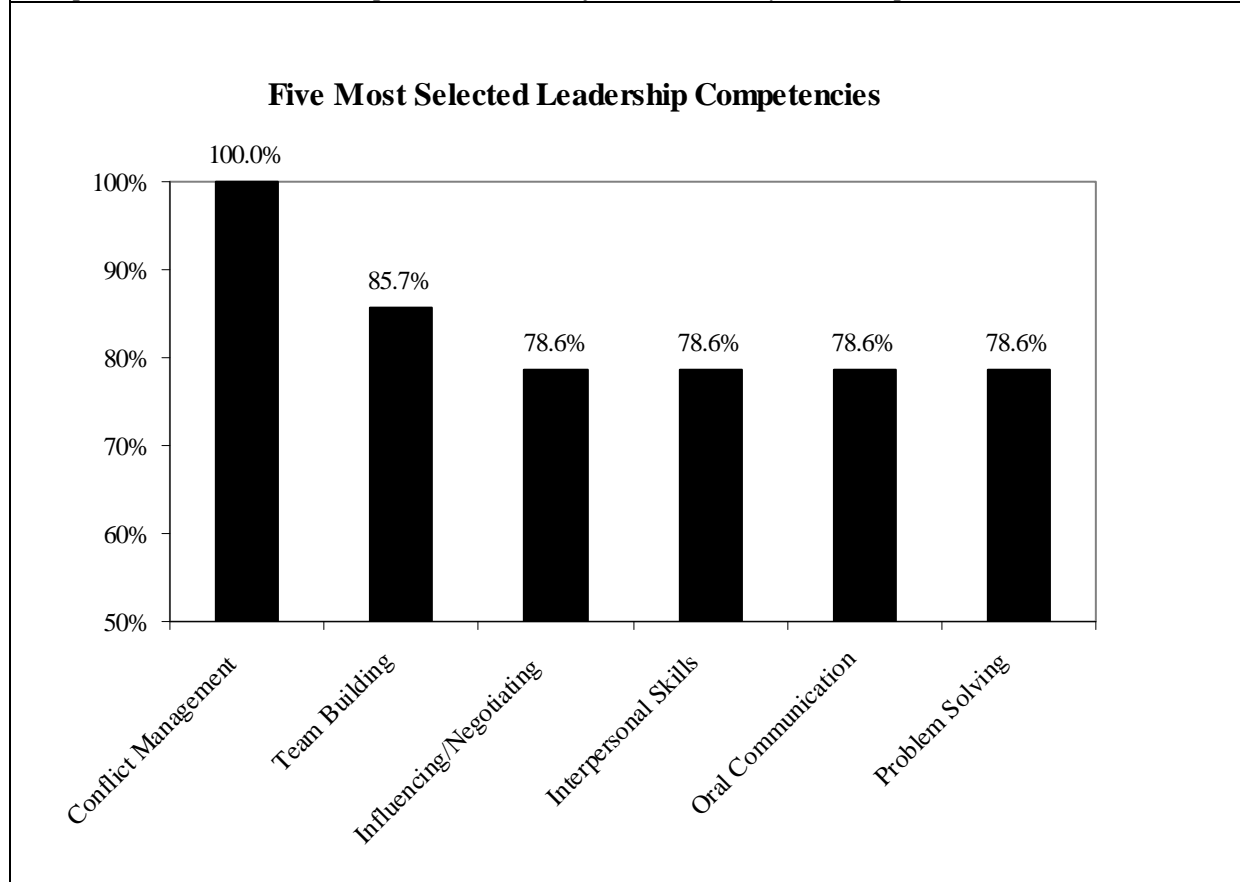
86 percent of the respondents either strongly agreed or agreed that PAT was the appropriate choice for their positions.

For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.

Question 3

By your understanding, which leadership competencies were the bases for the program/curriculum?

Graph illustrates the 5 competencies most often selected by PAT respondents.



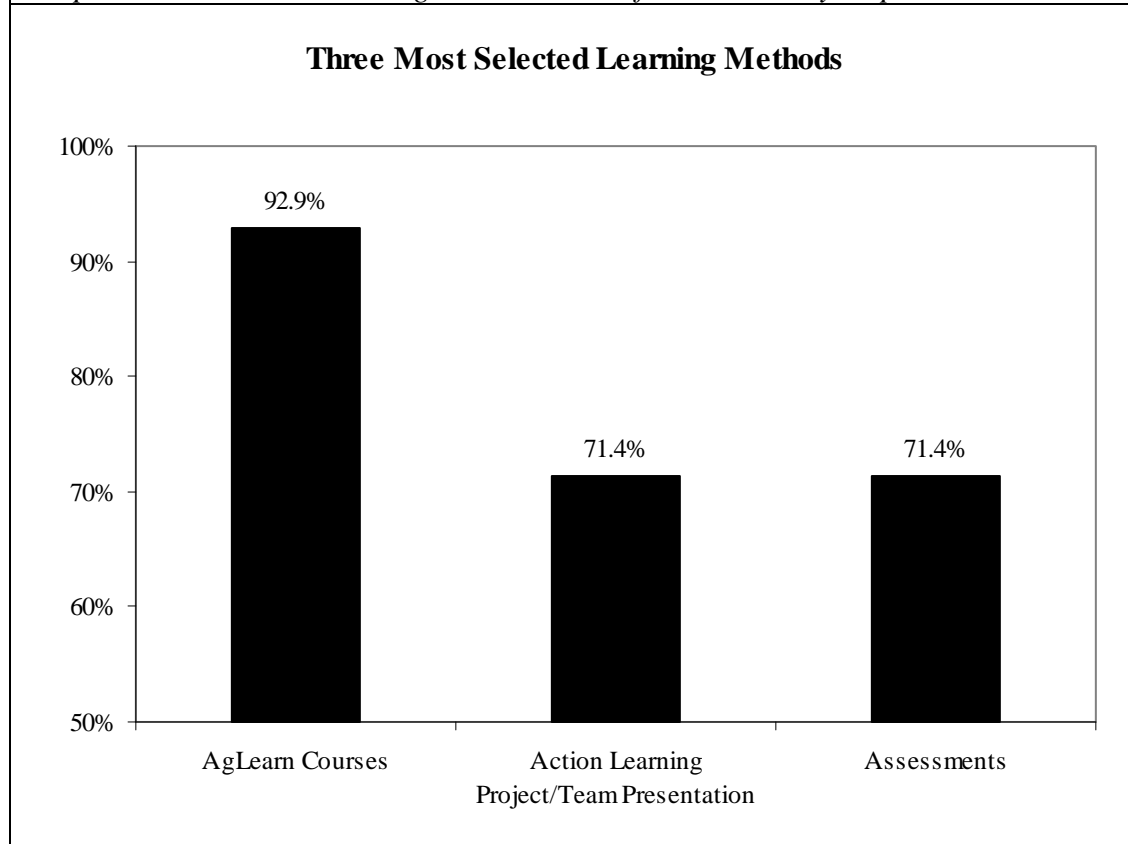
While the five most selected leadership competencies are illustrated in the graph, it is important to note that every leadership competency was selected as being included in PAT.

Conflict Management was the most selected leadership competency. This may be due to the program participants being *team leaders* without supervisory authority. Team Building was the second most selected leadership competency since it is a major duty for team leaders. The importance of Influencing/Negotiating, Interpersonal Skills, Oral Communication, and Problem Solving were tied due to their importance in supporting Conflict Management and Team Building.

Question 4

Which learning methods were utilized in the program/curriculum?

Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, Aglearn Courses was the most selected learning method. The second most selected learning method was tied between Action Learning Project/Team Presentation and Assessments.

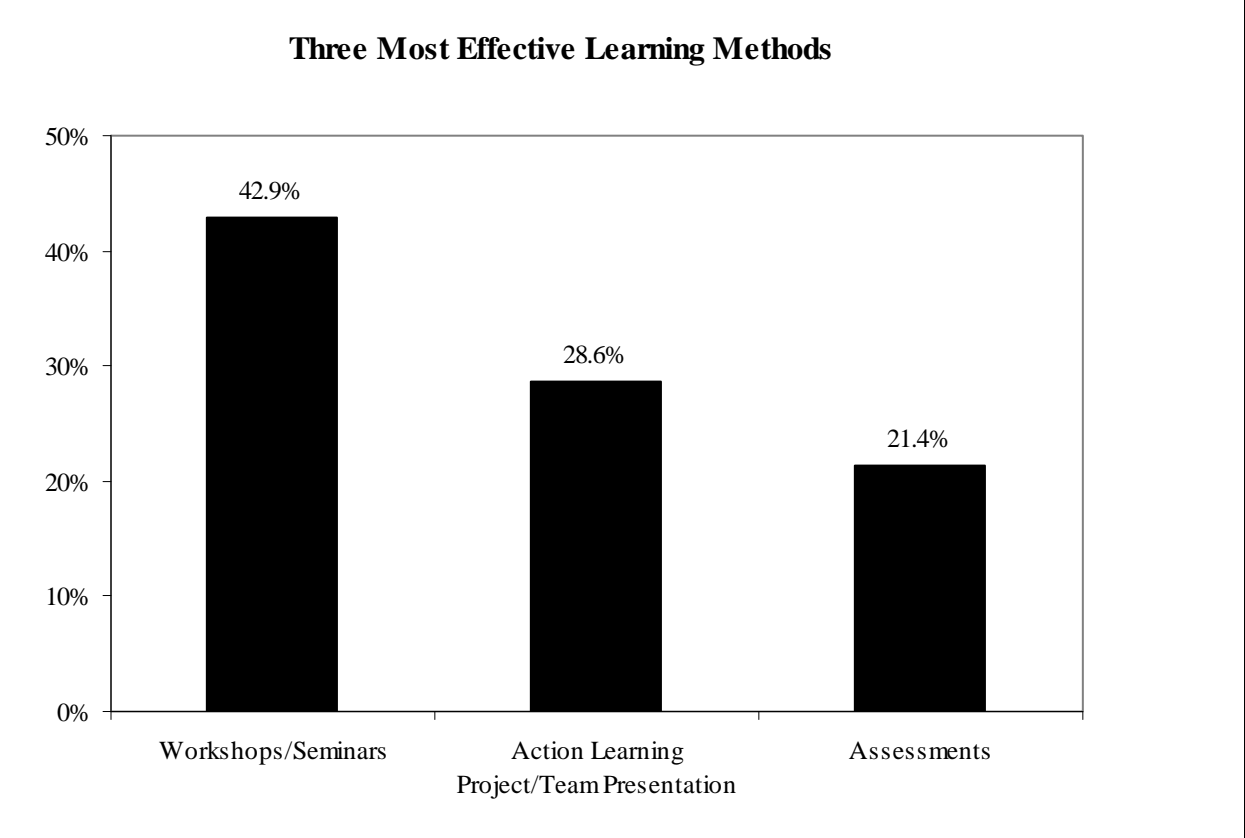
The importance that respondents placed on Aglearn courses may be because Aglearn has numerous online courses for communication, team building, and interpersonal skills. PAT could have required certain Aglearn courses as part of the curriculum. The importance of Action Learning Project/Team Presentation and Assessments may be because participants had opportunity to learn from each other.

Comment: the selection of Action Learning Project/Team Presentation (ALP/TP) may be incorrect in this instance. PAT may or may not use either learning method within the program. Perhaps survey respondents are selecting ALP/TP in place of group work in the workshops/seminars.

Question 5

In your opinion, which learning methods were the most effective for your learning?

Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, over 40 percent of respondents selected Workshops/Seminars as the most effective PAT learning method. Action Learning Project/Team Presentation and Assessments were the second and third most selected learning methods.

The selection of Workshops/Seminars as the most effective learning method show that respondents learned from both the instructor/facilitator and other participants.

Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. Part two of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum	3.50

57 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	3.57

64 percent of the respondents either strongly agreed or agreed that PAT benefitted the Agency by furthering their professional and personal development.

Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

Comment: PAT appears to be the only training program or curriculum targeted to APHIS team leaders. As the roles and responsibilities of the team leaders increase, the importance of leadership training for this APHIS position will become even more necessary.

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Staff Officer Training (SOT)

Introduction

The Staff Officer Training (SOT) is conducted by the APHIS Training and Development Branch (TDB). SOT is designed as an orientation and skill building training for new staff officers.

Percentage of training delivered by:

- APHIS TDB - 88%
- Vendors - 12%

SOT focuses on the following leadership competencies Conflict Management, Continual Learning, Decisiveness, Influencing/Negotiating, Interpersonal Skills, Oral Communication, Team Building, and Technical Credibility.

The analysis of SOT is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

Analysis Methods

Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

SOT Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>	•		
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>	•		
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>	•		
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>	•		
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>	•		
<i>Participants had opportunity to comment on whether instructor appeared well prepared.</i>	•		
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>	•		

SOT Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>	•		

Numerical Results from SOT Level 1 Evaluation–SOT was conducted at APHIS Headquarters in Riverdale, Maryland. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Comment: The SOT evaluation used 3 different Likert Scales in this evaluation. One scale had more positive descriptions than negative descriptions as shown below:

Poor **Satisfactory** **Good** **Very Good** **Excellent**
 (1) (2) (3) (4) (5)

For the purpose of the analysis, only *Very Good* and/or *Excellent* were included in the analysis.

The second scale had different descriptions as shown below:

Not at all **Slightly** **Just Right** **Very Useful** **Fully Useful**
 (1) (2) (3) (4) (5)

For the purpose of the analysis only *Very Useful* and/or *Fully Useful* were included.

Comment: The level 1 assessment for SOT did not designate the class or year. This analysis *may be invalid* if the evaluations are from class 2008. Participants in class 2008 were not included in the online survey since the class was not completed until August 21, 2008.

Evaluation Criteria	2007 or 2008?
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	67%*
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.	48%*
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	76%*
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> • Displayed a thorough knowledge of material presented • Responsive to questions or need for help • Presented the subject in a clear and concise manner 	74%*

* *Percentages derived from averaging 4 workshop reports.*

Participant Comments–No written comments were included in the level 1 assessment.

Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 5 people responded to the online survey for SOT.*

Section 2 addresses **Survey Questions 1 through 5**

For Questions 1 and 2, participants were asked rate to the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Strongly Disagree *Disagree* *Neutral* *Agree* *Strongly Agree*
 (1) (2) (3) (4) (5)

Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	3.60

60 percent of the respondents either strongly agreed or agreed that SOT provided opportunities for professional growth and development

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	3.60

60 percent of the respondents either strongly agreed or agreed that SOT was the appropriate choice for their position.

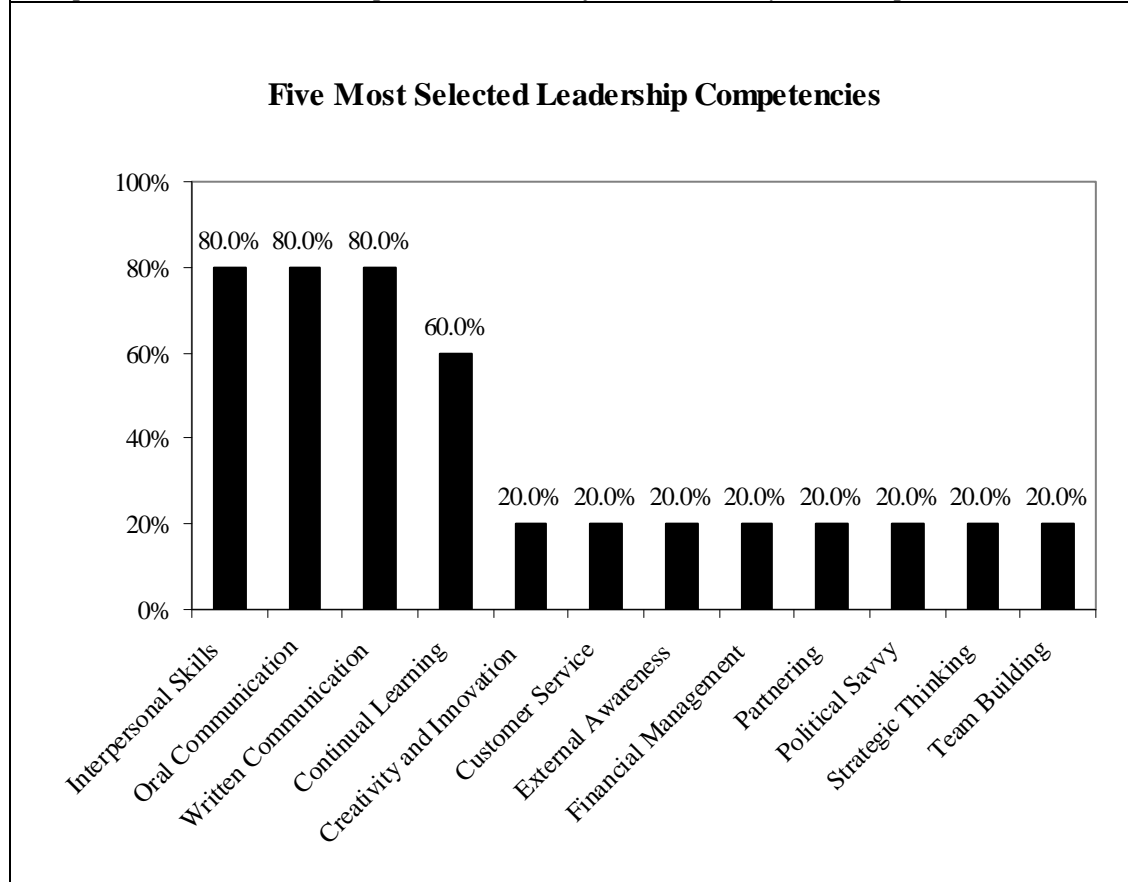
* Because the response rate for this program/curriculum was small, the results are not statistically valid. However, the information represents the best evidence available, and shows clear trends.

For Questions 3 – 5, participants were asked to select their answers from a list of options for each question

Question 3

By your understanding, which leadership competencies were the bases for the program/curriculum?

Graph illustrates the 5 competencies most often selected by SOT respondents.

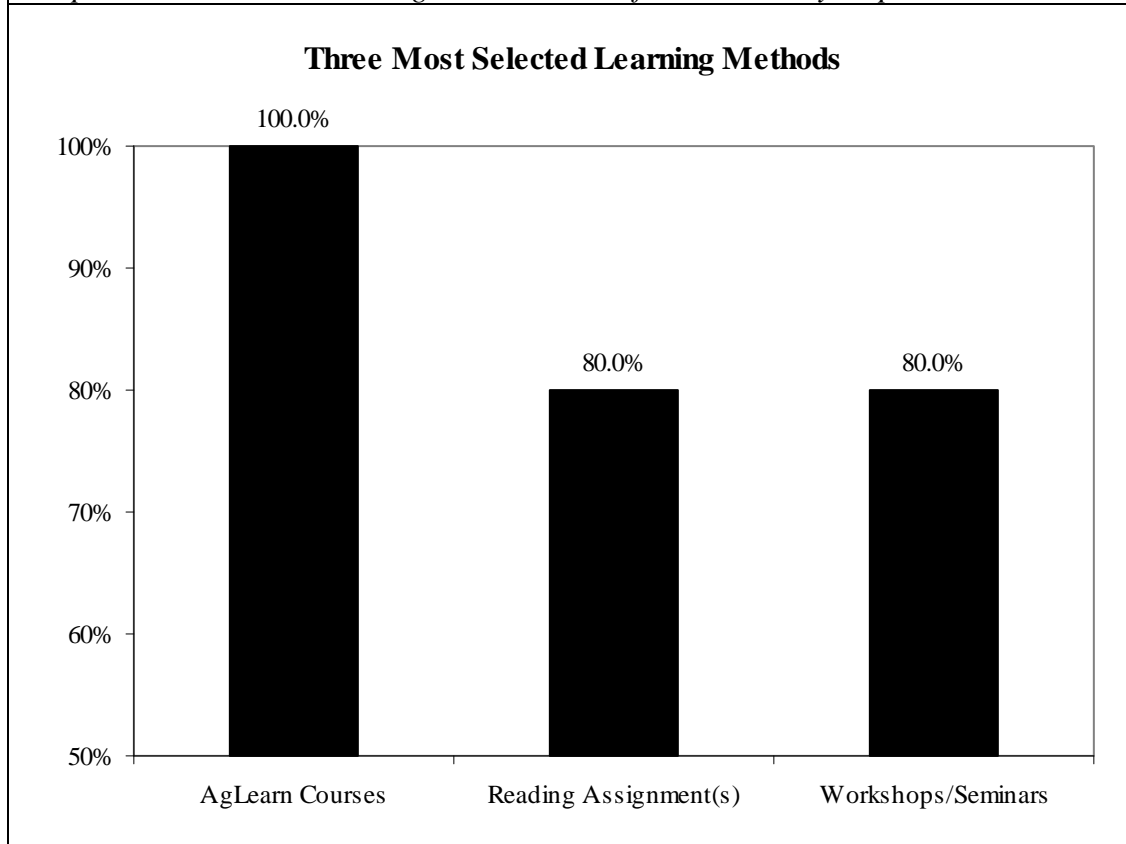


As shown in the graph, numerous leadership competencies were selected by respondents. An explanation for graph might be due to the wide range of responsibilities of staff officers. The selections of Interpersonal Skills, Oral Communication, and Written Communication highlight their communication roles. The selection of Continual Learning is important perhaps due to the frequent changes in the technical aspects of the APHIS programs. The last competencies were selected perhaps because of their importance to the main selected competencies or perhaps because of individual officer’s responsibilities.

Question 4

Which learning methods were utilized in the program/curriculum?

Graph illustrates the 3 learning methods most often selected by respondents.



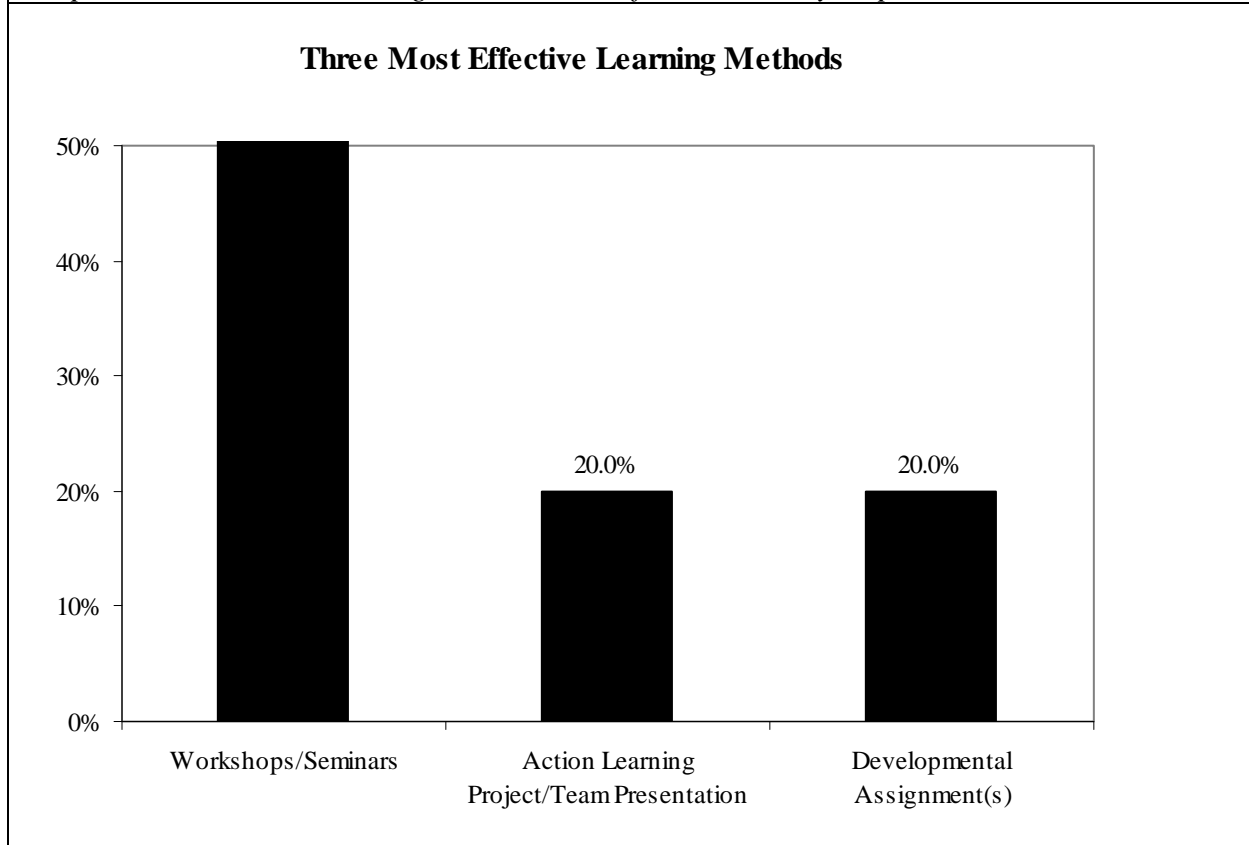
As noted in the graph, AgLearn Courses was the most selected learning method. The second most selected learning method was tied between Reading Assignments and Workshops/Seminars.

The importance that respondents placed on AgLearn courses may be because AgLearn has numerous online courses for communication, team building, and interpersonal skills. SOT could have also required certain AgLearn courses as part of the curriculum

Question 5

In your opinion, which learning methods were the most effective for your learning?

Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, over 50 percent of respondents selected Workshops/Seminars as the most effective SOT learning method. The selection of Workshops/Seminars as the most effective learning method show that respondents learned from both the instructor/facilitator and other participants. Action Learning Project/Team Presentation and Developmental Assignments were the second and third most selected learning methods.

Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. Part two of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Comment: Responses are based on 5 respondents.

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum	3.2

20 percent of the respondents either strongly agreed or agreed that they had an opportunity to apply the training since completing the program/curriculum.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	3.2

20 percent of the respondents either strongly agreed or agreed that SOT was beneficial. Four of the five respondents were neutral about SOT benefitting the Agency.

Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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Support Employees Learning Forum (SELF)

Introduction

The Support Employees Learning Forum (SELF) is conducted by the APHIS Training and Development Branch (TDB). SELF is designed for clerical and administrative support staff with up to 2 years in a position.

Percentage of training delivered by:

- APHIS TDB - 88%
- Vendors - 12%

SELF focuses on the following leadership competencies: Continual Learning, Customer Service, Flexibility, Integrity/Honesty, Interpersonal Skills, Oral Communication, Problem Solving, Resilience, Team Building, Technical Credibility, and Written Communication.

The analysis of SELF is divided into four sections:

- Comparison of program Level 1 evaluation with Kirkpatrick's evaluation criteria and numerical results from program Level 1 evaluations
- Results and analysis of Level 2 online survey
- Results and analysis of Level 3 online survey
- Preliminary recommendations

Analysis Methods

Section 1: Analysis of Level 1 Evaluation Form:

The purpose of Level 1 evaluation is to measure participants' reaction to the training. This section compares Kirkpatrick's criteria for level 1 evaluation to the *program* level 1 evaluation to determine if program evaluation incorporates all critical sections.

Comment: SELF evaluations were not provided.

SELF Level 1 Evaluation Form	Yes	No	No Evidence
<i>Participants had opportunity to comment on whether learning objectives were stated.</i>			•
<i>Participants had opportunity to comment on whether learning objectives were accomplished.</i>			•
<i>Participants had opportunity to comment on the structure and organization of the program/curriculum.</i>			•
<i>Participants had opportunity to comment on whether the learning aids/materials were helpful.</i>			•
<i>Participants had opportunity to comment on whether the instructor conveyed knowledge of the material.</i>			•
<i>Participants had opportunity to comment on whether instructor</i>			•

SELF Level 1 Evaluation Form	Yes	No	No Evidence
<i>appeared well prepared.</i>			
<i>Participants had opportunity to comment on whether the instructor responded to questions or need for help.</i>			•
<i>Participants had opportunity to comment on whether the instructor presented a positive image of the Agency.</i>			•
<i>Participants had opportunity to respond to open ended questions.</i>			•

Numerical Results from SELF Level 1 Evaluation—SELF was conducted at APHIS Headquarters in Riverdale, Maryland. The table below illustrates participant response on critical evaluation sections including learning objectives, relevance to current position, training design, and instructor delivery.

Evaluation Criteria	
Percentage of participants that strongly agreed or agreed that workshop learning objectives were achieved.	No information provided to answer this question.
Percentage of participants that strongly agreed or agreed that workshop content and materials were relevant to leadership development.	
Percentage of participants that strongly agreed or agreed that the pace and length of the workshop was just right.	
Percentage of participants who strongly agreed or agreed on the following statements on instructor <ul style="list-style-type: none"> • Displayed a thorough knowledge of material presented • Responsive to questions or need for help • Presented the subject in a clear and concise manner 	

Participant Comments—No evaluations were presented.

Section 2: Analysis of Level 2 Evaluation

The purpose of Level 2 evaluation is to determine if learning occurred and by which learning methods. As part of the review, participants, who completed a leadership program or curriculum within the past 3 years, were asked to give their impression of the training using an online survey. Part one of the survey consisted of five questions designed to determine if training occurred and by which learning methods.

A total of 2 people responded to the survey for SELF.*

Section 2 addresses **Survey Questions 1 through 5**

For Questions 1 and 2, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Strongly Disagree** **Disagree** **Neutral** **Agree** **Strongly Agree
(1)** **(2)** **(3)** **(4)** **(5)

Question 1	Rating Average
The program/curriculum provided opportunities for professional growth and development.	3.50

50 percent of the respondents either strongly agreed or agreed that SELF provided opportunities for professional growth and development.

Question 2	Rating Average
The program/curriculum was the appropriate choice for my position.	4.00

100 percent of the respondents either strongly agreed or agreed that SELF was the appropriate choice for their positions.

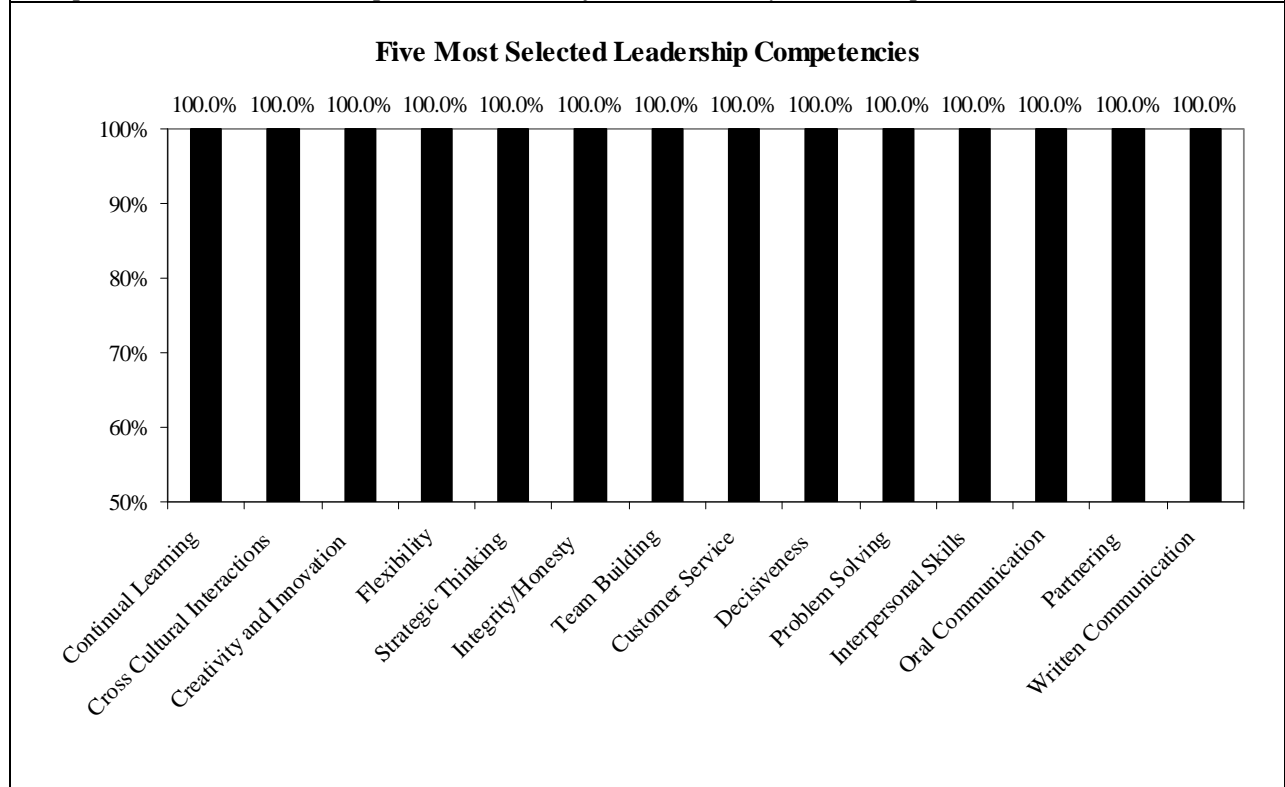
*Because the response for this program/curriculum was small, the results are not statistically valid. However, the information represents the best evidence available, and shows clear trends.

For Questions 3 – 5, participants were asked to select their answers from a list of options for each question.

Question 3

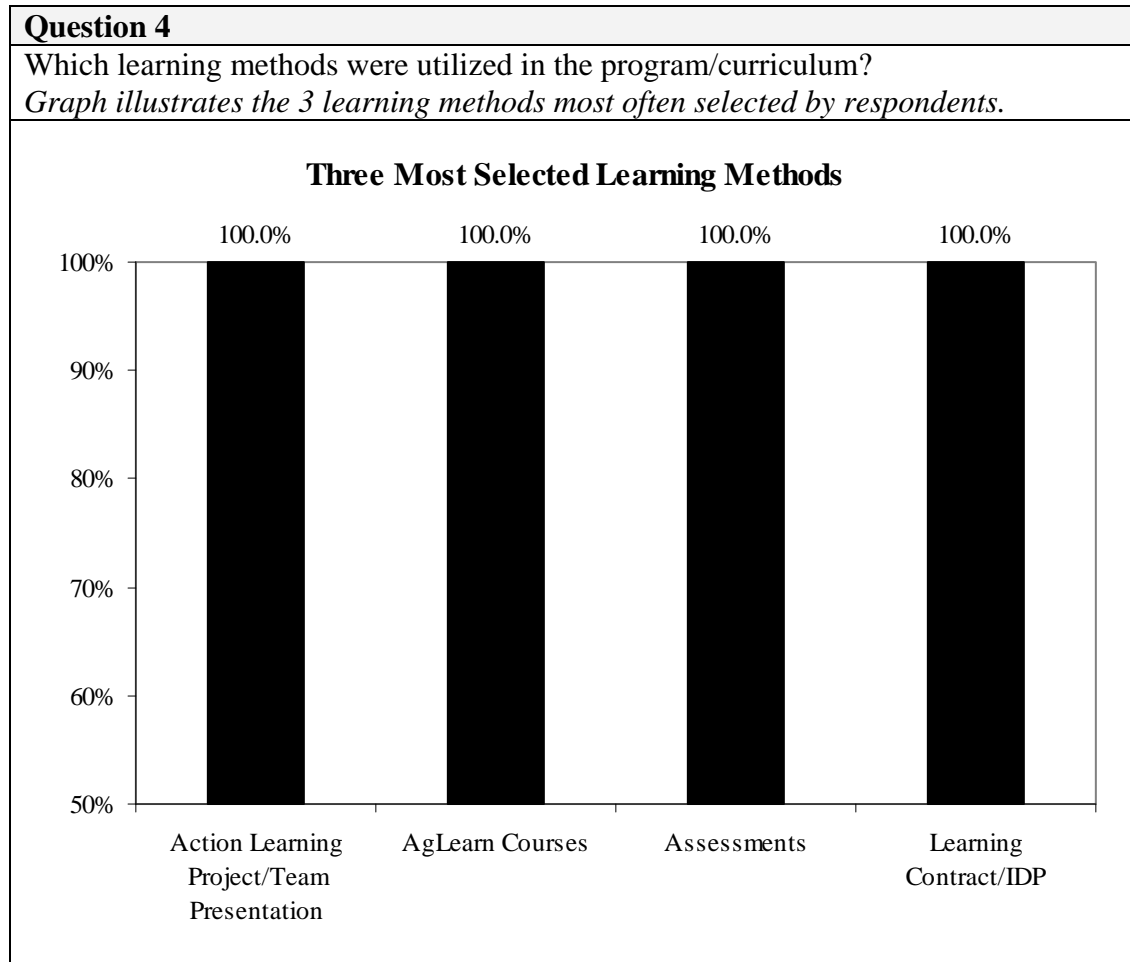
By your understanding, which leadership competencies were the bases for the program/curriculum?

Graph illustrates the 5 competencies most often selected by SELF respondents.



As noted in the graph, respondents selected many leadership competencies including Continual Learning, Creativity and Innovation, Flexibility, Customer Service and Written Communication.

All competencies were equally important to the respondents; however, not all of the leadership competencies align with this program. Strategic Thinking and Partnering are not listed as competencies for SELF.



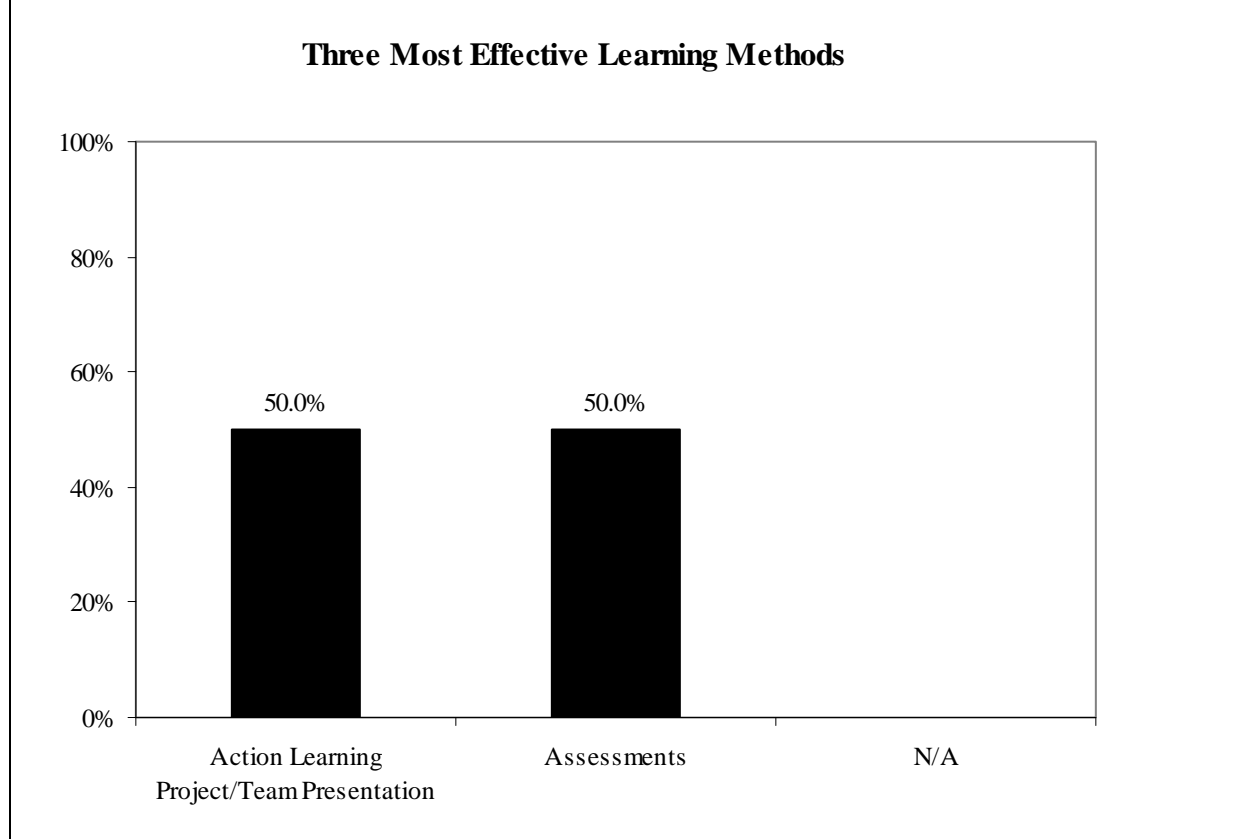
As noted in the graph, respondents selected four learning methods that were included in SELF. The selection of Assessments and Learning Contract/IDP is important since both methods allow for training participants to learn about themselves, personal strengths and weaknesses.

Comment: the selection of Action Learning Project/Team Presentation (ALP/TP) may be incorrect in this instance. SELF may or may not use either learning method within the program. Perhaps survey respondents are selecting ALP/TP in place of group work in the workshops/seminars.

Question 5

In your opinion, which learning methods were the most effective for your learning?

Graph illustrates the 3 learning methods most often selected by respondents.



As noted in the graph, only two learning methods were selected since SELF had only two respondents.

Section 3: Analysis of Level 3 Evaluation

The purpose of Level 3 evaluation is to determine if the learning was transferred to the performance of work duties; thereby benefitting the Agency. Part two of the survey consisted of two questions designed to determine if training had been applied once program was completed and therefore benefitting the Agency.

Section 3 addresses **Survey Questions 6 & 7**

For Questions 6 and 7, participants were asked to rate the extent that they agree or disagree with the following statements using the Likert Scale of Strongly Disagree to Strongly Agree.

Question 6	Rating Average
I have had an opportunity to apply the training since completing the program/curriculum	3.5

50 percent strongly agreed that training had been applied since completing SELF.

Question 7	Rating Average
The program/curriculum benefitted the Agency by furthering my professional and personal development.	4.00

100 percent agreed that the Agency benefitted from the SELF training.

Section 4: Preliminary Recommendations

As a result of conducting this analysis, a suggestion to consider is to create a level 1 template to ensure consistent program evaluation. A second suggestion is for APHIS training units to create a level 1 report template which would ensure consistent program reports.

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