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September 1993
ACAD 88-002 (Addendum III)
ACADEMY DOCUMENT

**The Principles
of Training
System
Development
Manual,
Addendum III:
Evaluation
Instrument
Examples**



NATIONAL
ACADEMY
FOR NUCLEAR
TRAINING

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**PRINCIPLES OF
TRAINING SYSTEM DEVELOPMENT
ADDENDUM III
EVALUATION INSTRUMENT EXAMPLES**

September 1993
ACAD 88-002

NATIONAL ACADEMY FOR NUCLEAR TRAINING

Plant Area: Training and Qualification

Key Words: Evaluation Instructions, Evaluations

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INTRODUCTION

The development and use of job performance-based training programs in the nuclear utility industry requires substantial time and financial resources. To ensure that the training programs have been properly designed and developed and are effective in meeting their intended purpose, they must be evaluated on a regular basis and revised as necessary. A complete nuclear utility training program includes evaluation as an integral part of maintaining and improving effective training.

The purpose of this addendum is to provide examples of program evaluation instruments that support the assessment of the indicators described in Principles of Training System Development (TSD), INPO 85-006, February 1985. The systematic evaluation of training effectiveness is also covered in Objective 4 in Maintaining the Accreditation of Training in the Nuclear Power Industry, INPO 88-001, March 1988.

A variety of evaluation instruments can be used to assess the various aspects of training programs. General guidance for developing evaluation instruments and examples is included in this addendum. The examples illustrate methods and techniques that can be used. **These instruments are not intended to be used "as is", but they provide guidance for training evaluation instrument development.** The references at the end of this addendum provide additional information on the development and use of program evaluation instruments and discuss the analysis of evaluation results.

DISCUSSION

1. EVALUATION CONSIDERATIONS

Training evaluation determines a training program's effectiveness in meeting its intended purpose, which mainly is producing competent employees. Program evaluation focuses on the results of the training program and not on the process of training. The key to conducting an effective training evaluation is to first identify the questions to be answered by the evaluation. Should the program be modified? What performance gains are being realized? Is the need for training being addressed in the best way possible? The purposes of an evaluation might include the following:

- to determine if a program is accomplishing its objectives
- to identify the strengths and weaknesses of a particular training program
- to identify which trainees benefited the most, or the least, from a training program
- to determine if a trainee's performance on a simulator was satisfactory
- to determine if a program was appropriate for its intended purpose and target population

Training evaluations should be conducted in all settings (classroom, laboratory, simulator, and on-the-job training) and at various times (during training, immediately after training, three to six months after training, etc.). The specific setting and time usually are controlled by the purpose of the training evaluation.

"What type of training data is needed?" and "What training setting is being evaluated?" are two questions that will help determine when the evaluation is conducted. For example, information on needs analysis and the development process is best collected before the training is conducted. However, instructional quality data may be collected during instruction, immediately after instruction, and three to six months after training is accomplished.

How data is collected is influenced by the type of evaluation instrument used and by the training being evaluated. Interviews allow the interviewer to adjust the questions to the situation and to probe deeper into areas of interest or concern. This activity can be labor-intensive depending on the number of individuals to be interviewed. Personal interviews may be necessary when collecting feedback concerning the effectiveness of training on a new procedure or plant modification. A training survey conducted indirectly (such as by mail) may be appropriate when collecting only opinions. Surveys typically use a fixed set of questions and are less labor-intensive than interviews. Task observation may be most effective when collecting trainee performance data three to six months after training has taken place. Task observations may be time-consuming, and their effectiveness depends on when the task is performed and the expertise of the observer.

Why training evaluations are being conducted also influences the type of instrument used, the training setting observed, and when the evaluation is performed. If the goal of the evaluation is to determine training effectiveness in terms of trainee performance on the job, then an interview survey instrument or an observation instrument would be appropriate.

Both instruments should address trainee performance at the task or training program objective level and should be conducted approximately three to six months after training.

2. PROGRAM EVALUATION INSTRUMENTS

Training evaluation instruments can take a variety of forms. Regardless of the material, process, or program being evaluated, general principles should be followed to construct an evaluation instrument. Common formats for many evaluation instruments include checklists, numerical rating scales, and questionnaires.

In the discussion that follows, guidance for developing evaluation instruments is presented. Examples of evaluation instruments that may be used to evaluate the indicators discussed in the Training System Development Manual are provided.

2.1 Numerical Rating Scale Format

A numerical rating scale can be used to evaluate a trainee's performance on many tasks, group interactions, and instructor performance or to collect feedback from plant management on trainee performance. For example, numerical scales can be used to collect post-training feedback from trainees and supervisors and to conduct instructional setting evaluations.

The following guidance can be helpful when constructing numerical rating scales:

- Select the performance to be evaluated.
- Determine the response scale.
- Define the points on the scale.

The following examples can be used to collect evaluation data on instructor performance, supervisor post-training feedback, and trainee post-training feedback. These models do not encompass all training activities, and they should be revised to reflect your training and plant organizational needs.

- Example 1, Laboratory Instructor Evaluation
- Example 2, Instructor Performance Evaluation
- Example 3, Simulator Instructor Evaluation
- Example 4, Supervisor's Post-training Feedback
- Example 5, Trainee Post-training Evaluation

EXAMPLE 1

LABORATORY INSTRUCTOR EVALUATION

LESSON TITLE: _____ DATE: _____
 INSTRUCTOR: _____ LENGTH OF OBSERVATION: _____
 OBSERVED BY: _____ TITLE: _____
 REVIEWED BY: _____ DATE: _____

Instructions: Below is a list of competency statements that laboratory instructors should use to contribute to the learning process. Read each statement and evaluate the instructor's performance by circling the appropriate rating next to the statement. Written comments for all ratings are encouraged. Comments are required for "unsatisfactory" and "needs improvement" ratings. Space is available to the right of each rating.

EXPLANATION OF RATINGS

0	Not Observed	activity not observed by the evaluator
1	Unsatisfactory	failed to perform the required activity
2	Needs Improvement	performed most essential activities properly
3	Satisfactory	performed all essential activities properly
4	Above Average	performed all requirements and exceeds on several
5	Outstanding	consistently exceeded requirements

LABORATORY INSTRUCTOR EVALUATION

GENERAL INSTRUCTIONAL TECHNIQUES							COMMENTS	
1.	Objectives were stated and discussed prior to performance.	0	1	2	3	4	5	
2.	Instructor followed the lab guide (content and time).	0	1	2	3	4	5	
3.	Instructor actively assisted trainees during lab sessions.	0	1	2	3	4	5	
4.	Instructor identified and corrected trainee knowledge and skill weaknesses.	0	1	2	3	4	5	
5.	Instructor used trainee responses and other situations as opportunities to teach and reinforce concepts.	0	1	2	3	4	5	
6.	Instructor projected interest and enthusiasm for the session.	0	1	2	3	4	5	
7.	Instructor listened to the trainees and responded to their questions and needs.	0	1	2	3	4	5	
8.	Instructor adjusted the pace to the level of trainees' knowledge and ability.	0	1	2	3	4	5	
9.	Instructor's movements and gestures were appropriate (not distracting).	0	1	2	3	4	5	
10.	Instructor maintained vocal variety (avoided monotone).	0	1	2	3	4	5	

LABORATORY INSTRUCTOR EVALUATION

GENERAL INSTRUCTIONAL TECHNIQUES continued COMMENTS

- | | | | | | | |
|---|---|---|---|---|---|---|
| 11. Instructor avoided using distracting vocal mannerisms (and-uh, you know, o.k.). | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. The instructor summarized activities at the end of the session. | 0 | 1 | 2 | 3 | 4 | 5 |
| 13. Instructor solicited and answered unresolved trainee questions at the end of session. | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE OF SUBJECT MATTER
 (to be evaluated by subject matter expert)

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Instructor explained technical information clearly and concisely. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. The instructor pointed out differences that may exist between the lab and actual plant procedures and equipment. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The questions required the trainees to | | | | | | |
| a. think through causes and effects of laboratory steps | 0 | 1 | 2 | 3 | 4 | 5 |
| b. think through plant conditions, activities, causes, and responses | 0 | 1 | 2 | 3 | 4 | 5 |
| c. integrate knowledge (theory, systems, procedures, tech specs/bases, etc. | 0 | 1 | 2 | 3 | 4 | 5 |

LABORATORY INSTRUCTOR EVALUATION

GENERAL INSTRUCTIONAL TECHNIQUES

COMMENTS

KNOWLEDGE OF SUBJECT MATTER (continued)
(to be evaluated by subject matter expert)

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| 4. | The instructor effectively incorporated the theory of plant operations and industry operating experiences into the laboratory training. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. | Enough time was spent on exercises. | 0 | 1 | 2 | 3 | 4 | 5 |

ADDITIONAL COMMENTS:

EXAMPLE 2

INSTRUCTOR PERFORMANCE EVALUATION

LESSON TITLE: _____ DATE: _____

INSTRUCTOR: _____ LENGTH OF OBSERVATION: _____

OBSERVED BY: _____ TITLE: _____

REVIEWED BY: _____ DATE: _____

Instructions: Below is a list of competency statements that instructors should use to contribute to the learning process. Read each statement and evaluate the instructor's performance by circling the appropriate rating next to the statement. Written comments for all ratings are encouraged. Comments are required for "unsatisfactory" and "needs improvement" ratings. Space is available to the right of each rating.

EXPLANATION OF RATINGS

0 - Not Observed	activity not observed by the evaluator
1 - Unsatisfactory	failed to perform the required activity
2 - Needs Improvement	performed most essential activities properly
3 - Satisfactory	performed all essential activities properly
4 - Above Average	performed all requirements and exceeded on several
5 - Outstanding	consistently exceeded requirements

INSTRUCTOR PERFORMANCE EVALUATION

MATERIALS

COMMENTS

- | | | | | | | | |
|----|--|---|---|---|---|---|---|
| 1. | The student handout is organized in a logical manner. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | The training material is current and technically accurate. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. | The training material relates to the learning objectives. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. | When used, the industry events examples are appropriate. | 0 | 1 | 2 | 3 | 4 | 5 |

CONDUCT OF CLASS

Preparation

- | | | | | | | | |
|----|--|---|---|---|---|---|---|
| 1. | Classroom physical layout enhanced the learning climate. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | The instructor appeared adequately prepared. | 0 | 1 | 2 | 3 | 4 | 5 |

Introduction

- | | | | | | | | |
|----|--|---|---|---|---|---|---|
| 1. | Started class on time. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | Provided student handouts to the students. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. | Stated the purpose of lecture. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. | Reviewed the objectives for the class session. | 0 | 1 | 2 | 3 | 4 | 5 |

INSTRUCTOR PERFORMANCE EVALUATION

CONDUCT OF CLASS continued

COMMENTS

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| 5. | Stated a problem to be solved or discussed during the class. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. | Made explicit the relationship between current subject matter and previous classes. | 0 | 1 | 2 | 3 | 4 | 5 |

Presentation

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| 1. | Arranged and discussed the content in a systematic and organized fashion. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | Defined new terms, concepts, and principles. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. | Used clear, simple, and relevant examples to explain major ideas. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. | Related new ideas to familiar ones. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. | Presented information at an appropriate level of detail. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. | Used alternate explanations when necessary. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. | Stated the relationship among various ideas in the presentation. | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. | Asked questions to determine if information was presented at a proper rate. | 0 | 1 | 2 | 3 | 4 | 5 |

INSTRUCTOR PERFORMANCE EVALUATION

<u>Presentation continued</u>		COMMENTS					
9.	Periodically summarized the important ideas.	0	1	2	3	4	5
10.	Reiterated definitions of new terms to help students become accustomed to them.	0	1	2	3	4	5
11.	Exhibited a level of knowledge adequate to teach the training material.	0	1	2	3	4	5
12.	Displayed a positive attitude.	0	1	2	3	4	5
13.	Demonstrated confidence during the class presentation.	0	1	2	3	4	5
14.	Developed a positive rapport with the students.	0	1	2	3	4	5

COMMUNICATION SKILLS

Verbal

1.	Voice could be easily heard.	0	1	2	3	4	5
2.	Voice was raised or lowered for variety and emphasis.	0	1	2	3	4	5
3.	Speech was neither too formal nor too casual.	0	1	2	3	4	5
4.	Rate of speech was neither too fast nor too slow.	0	1	2	3	4	5
5.	Varied the pace of the presentation to keep the students alert.	0	1	2	3	4	5

INSTRUCTOR PERFORMANCE EVALUATION

Verbal continued

COMMENTS

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| 6. | Spoke at a rate that allowed students time to take notes. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. | Facilitated discussions effectively. | 0 | 1 | 2 | 3 | 4 | 5 |

Non-Verbal

- | | | | | | | | |
|----|--|---|---|---|---|---|---|
| 1. | Established and maintained eye contact with the entire class. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | Listened carefully to student comments and questions. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. | Appearance was proper. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. | Instructor was enthusiastic about the material presented. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. | Noted and responded to signs of puzzlement, boredom, and curiosity of the student. | 0 | 1 | 2 | 3 | 4 | 5 |

INSTRUCTOR PERFORMANCE EVALUATION

QUESTIONING ABILITY

COMMENTS

Asking Questions

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| 1. | Asked questions to determine what the students know about the lecture topic. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | Asked questions that allowed the instructor to gauge student progress. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. | Addressed questions to individual students as well as to the group at large. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. | Encouraged students to answer difficult questions by providing clues or rephrasing. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. | Involved as many students as possible in the classroom discussion. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. | When necessary, asked students to clarify their questions. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. | Asked probing questions if a student's answer was incomplete or superficial. | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. | Repeated answers when necessary so the entire class could hear. | 0 | 1 | 2 | 3 | 4 | 5 |

INSTRUCTOR PERFORMANCE EVALUATION

Answering Questions

COMMENTS

1.	Encouraged student questions.	0	1	2	3	4	5
2.	Received student questions politely and, when possible, enthusiastically.	0	1	2	3	4	5
3.	Answered students' questions satisfactorily.	0	1	2	3	4	5
4.	Repeated student's question when necessary.	0	1	2	3	4	5

AUDIO/VISUAL AIDS

1.	Used visual aids to enhance the learning objectives.	0	1	2	3	4	5
2.	Transparencies were clear and easy to read.	0	1	2	3	4	5
3.	Board work appeared organized and legible.	0	1	2	3	4	5
4.	Demonstration performed could be seen by all students.	0	1	2	3	4	5
5.	Student handout was used effectively by the instructor.	0	1	2	3	4	5

INSTRUCTOR PERFORMANCE EVALUATION

SUMMARY

COMMENTS

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| 1. | The instructor properly summarized the key points of the presentation. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | The students leaving this class are able to perform the skills or apply the knowledge that was taught during the observation. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. | The training as presented by the instructor reflects the highest standards of excellence. | 0 | 1 | 2 | 3 | 4 | 5 |

ADDITIONAL COMMENTS:

EXAMPLE 3

SIMULATOR INSTRUCTOR OBSERVATION

LESSON TITLE: _____ DATE: _____
 INSTRUCTOR: _____ LENGTH OF OBSERVATION: _____
 OBSERVED BY: _____ TITLE: _____
 REVIEWED BY: _____ DATE: _____

Instructions: Below is a list of competency statements describing requirements that simulator instructors should fulfill to contribute to the learning process. Read each statement and evaluate the instructor's performance by checking the appropriate rating next to the statement. Written comments for all ratings are encouraged. Comments are required for "unsatisfactory" and "needs improvement" ratings. Space is available to the right of each rating.

EXPLANATION OF RATINGS

0 - Not Observed	activity not observed by the evaluator
1 - Unsatisfactory	failed to perform the required activity
2 - Needs Improvement	performed most essential activities properly
3 - Satisfactory	performed all essential activities properly
4 - Above Average	performed all requirements and exceeded on several
5 - Outstanding	consistently exceeded requirements

SIMULATOR INSTRUCTOR OBSERVATION

CONDUCT OF TRAINING		COMMENTS					
1.	The objectives were clearly stated.	0	1	2	3	4	5
2.	The simulator was set up properly.	0	1	2	3	4	5
3.	Pre-training briefings addressed the following:	0	1	2	3	4	5
	• plant conditions, history, operating orders						
	• known simulator/plant differences						
	• turnover/walkdown of plant						
4.	Control room atmosphere in demeanor and attitude were maintained.	0	1	2	3	4	5
5.	Trainees were required to use proper communication skills.	0	1	2	3	4	5
6.	Objectives for the class session were reviewed.	0	1	2	3	4	5
7.	Malfunctions were initiated properly.	0	1	2	3	4	5
8.	Simulator training time was used effectively.	0	1	2	3	4	5
9.	The instructor's console was operated correctly.	0	1	2	3	4	5
10.	Instructor displayed a positive attitude.	0	1	2	3	4	5

SIMULATOR INSTRUCTOR OBSERVATION

QUESTIONING TECHNIQUES

COMMENTS

1.	Asked questions to determine what the students knew about the session topic.	0	1	2	3	4	5
2.	Asked questions that allowed the instructor to evaluate the student's progress.	0	1	2	3	4	5
3.	Handled incorrect responses appropriately.	0	1	2	3	4	5
4.	Asked questions to determine whether too much or too little information was being presented.	0	1	2	3	4	5

INSTRUCTIONAL SKILLS

1.	Presentation was well organized.	0	1	2	3	4	5
2.	The instructor demonstrated and exhibited good coaching/ assisting techniques.	0	1	2	3	4	5
3.	The instructor used alternate approaches to enhance learning.	0	1	2	3	4	5
4.	The instructor effectively used "freeze" to enhance learning.	0	1	2	3	4	5
5.	The instructor met the session objectives.	0	1	2	3	4	5

SIMULATOR INSTRUCTOR OBSERVATION

TECHNICAL KNOWLEDGE

COMMENTS

(NOTE: This section to be evaluated by a subject matter expert.)

- | | | | | | | | |
|----|--|---|---|---|---|---|---|
| 1. | Demonstrated knowledge of reactor operator, senior reactor operator, and shift supervisor positions. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | Focused presentation on level of learners' understanding. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. | Emphasized operator professionalism. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. | Demonstrated familiarity with plant procedures/reference material. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. | Emphasized and reinforced team skills. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. | Developed and emphasized diagnostic skills. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. | Exhibited a level of knowledge adequate to teach the training material. | 0 | 1 | 2 | 3 | 4 | 5 |

CRITIQUE SKILLS

- | | | | | | | | |
|----|--|---|---|---|---|---|---|
| 1. | Post-training critiques facilitate individual students to critique themselves. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | Post-training critiques required the team to critique themselves. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. | The instructor summarized the simulator session. | 0 | 1 | 2 | 3 | 4 | 5 |

SIMULATOR INSTRUCTOR OBSERVATION

CRITIQUE SKILLS continued

COMMENTS

4.	Post-training critique addressed	0	1	2	3	4	5
	• exercise-specific performance objectives						
	• generic performance objectives						
	• plant operating standards and practices						
5.	Critique resulted in operator commitment to reinforce positive performance.	0	1	2	3	4	5
6.	Critique resulted in performance needing improvement, being changed.	0	1	2	3	4	5

ADDITIONAL COMMENTS:

EXAMPLE 4

SUPERVISOR'S POST-TRAINING FEEDBACK

NAME: _____ DATE: _____

COURSE/PROGRAM TITLE: _____

REVIEWED BY: _____ DATE: _____

This post-training evaluation is designed to obtain information that will maintain and improve the quality of our training programs. Based upon your observations of the trainees' job performance, rate the trainee on each of the listed tasks by circling the appropriate number.

REMEMBER: The rating should be based on performance of tasks that were trained on during the course or program.

TASK STATEMENT: Initiate a chemical item classification permit as the requestor.

1. Unacceptable trainee performance: Trainee unable to perform task due to lack of knowledge and/or ability.
2. Poor trainee performance (partially competent): Trainee performed task with a marginal display of knowledge and/or ability.
3. Adequate trainee performance (competent): Trainee performed task with a sufficient display of knowledge and/or ability.
4. Very competent trainee performance: Trainee performed task with a good display of knowledge and/or ability.
5. Extremely competent trainee performance: Trainee performed task with an outstanding display of knowledge and/or ability.

TASK STATEMENT: Remove protective (anti-contamination) clothing.

1. Unacceptable trainee performance: Trainee unable to perform task due to lack of knowledge and/or ability.
2. Poor trainee performance (partially competent): Trainee performed task with a marginal display of knowledge and/or ability.
3. Adequate trainee performance (competent): Trainee performed task with a sufficient display of knowledge and/or ability.
4. Very competent trainee performance: Trainee performed task with a good display of knowledge and/or ability.
5. Extremely competent trainee performance: Trainee performed task with an outstanding display of knowledge and/or ability.

SUPERVISOR'S POST-TRAINING FEEDBACK

TASK STATEMENT: Perform a locked, high-radiation area/exclusion area entry/exit.

1. Unacceptable trainee performance: Trainee unable to perform task due to lack of knowledge and/or ability.
2. Poor trainee performance (partially competent): Trainee performed task with a marginal display of knowledge and/or ability.
3. Adequate trainee performance (competent): Trainee performed task with a sufficient display of knowledge and/or ability.
4. Very competent trainee performance: Trainee performed task with a good display of knowledge and/or ability.
5. Extremely competent trainee performance: Trainee performed task with an outstanding display of knowledge and/or ability.

TASK STATEMENT: Perform equipment/tool/area decontamination.

1. Unacceptable trainee performance: Trainee unable to perform task due to lack of knowledge and/or ability.
2. Poor trainee performance (partially competent): Trainee performed task with a marginal display of knowledge and/or ability.
3. Adequate trainee performance (competent): Trainee performed task with a sufficient display of knowledge and/or ability.
4. Very competent trainee performance: Trainee performed task with a good display of knowledge and/or ability.
5. Extremely competent trainee performance: Trainee performed task with an outstanding display of knowledge and/or ability.

NOTE: This example shows only four task statements. An evaluation should be made for each application to determine the appropriate number of tasks.

EXAMPLE 5

TRAINEE POST-TRAINING EVALUATION

NAME: _____ DATE: _____

COURSE/PROGRAM TITLE: _____

DATE(S) OF TRAINING: _____

REVIEWED BY: _____ DATE: _____

INSTRUCTIONS: This post-training evaluation questionnaire is designed to obtain information that will maintain and improve the quality of our training programs. Based on what you now know about your job in relation to the training you received in this course, please rate the following performance objectives/task statements by circling the appropriate number on the rating scales.

TASK STATEMENT: Conduct surveillance test of Instrument Isolation valves.

1. Knowledge--Training provided knowledge of

N/A	1	2	3
Not Applicable, does not apply to my job	parts, tools equipment, and simple facts used on the job	#1 plus the procedures used to complete the task	#1 and #2 plus the operating principles involved in performing the task

2. Performance--Training provided the skills needed to perform

N/A	1	2	3
Not Applicable, does not apply to my job	simple parts of the task	the task with supervision	the task without supervision

3. Job Relatedness--Tasks trained on related to my job

N/A	1	2	3	4	5
Not Applicable, does not apply to my job	Applies very little to my job	Applies somewhat to my job	Applies to about half of my job	Applies to most of my job	Applies to all of my job

4. Job Preparedness--Level of task training prepared me for my job

N/A	1	2	3	4	5
Not Applicable, does not apply to my job	Prepared me very little for my job	Prepared me somewhat for my job	Prepared me for about half of my job	Prepared me to do most of my job	Prepared me to do all of my job

TRAINEE POST-TRAINING EVALUATION

TASK STATEMENT: Calibrate and maintain source range monitor.

1. Knowledge--Training provided knowledge of

N/A	1	2	3
Not Applicable, does not apply to my job	parts, tools, equipment, and simple facts used on the job	#1 plus the procedures used to complete the task	#1 and #2 plus the operating principles in- volved in per- forming the task

2. Performance--Training provided the skills needed to perform

N/A	1	2	3
Not Applicable, does not apply to my job	simple parts of the task supervision	the task with supervision	the task without

3. Job Relatedness--Tasks trained on related to my job

N/A	1	2	3	4	5
Not Applicable, does not apply to my job	Applies very little to my job	Applies somewhat to my job	Applies to about half of my job	Applies to most of my job	Applies to all of my job

4. Job Preparedness--Level of task training prepared me for my job

N/A	1	2	3	4	5
Not Applicable, does not apply to my job	Prepared me very little for my job	Prepared me somewhat for my job	Prepared me for about half of my job	Prepared me to do most of my job	Prepared me to do all of my job

TASK STATEMENT: Tag defective equipment/tools.

1. Knowledge--Training provided knowledge of

N/A	1	2	3
Not Applicable, does not apply to my job	parts, tools equipment, and simple facts used on the job	#1 plus the procedures used to complete the task	#1 and #2 plus the operating principles in- volved in per- forming the task

2. Performance--Training provided the skills needed to perform

N/A	1	2	3
Not Applicable, does not apply to my job	simple parts of the task	the task with supervision	the task without supervision

TRAINEE POST-TRAINING EVALUATION

3. Job Relatedness--Tasks trained on related to my job

N/A	1	2	3	4	5
Not Applicable, does not apply to my job	Applies very little to my job	Applies somewhat to my job	Applies to about half of my job	Applies to most of my job	Applies to all of my job

4. Job Preparedness--Level of task training prepared me for my job

N/A	1	2	3	4	5
Not Applicable, does not apply to my job	Prepared me very little for my job	Prepared me somewhat for my job	Prepared me for about half of my job	Prepared me to do most of my job	Prepared me to do all of my job

TASK STATEMENT: Maintain fire detection systems.

1. Knowledge--Training provided knowledge of

N/A	1	2	3
Not Applicable, does not apply to my job	parts, tools equipment, and simple facts used on the job	#1 plus the procedures used to complete the task	#1 and #2 plus the operating principles involved in performing the task

2. Performance--Training provided the skills needed to perform

N/A	1	2	3
Not Applicable, does not apply to my job	simple parts of the task	the task with supervision	the task without supervision

3. Job Relatedness--Tasks trained on related to my job

N/A	1	2	3	4	5
Not Applicable, does not apply to my job	Applies very little to my job	Applies somewhat to my job	Applies to about half of my job	Applies to most of my job	Applies to all of my job

4. Job Preparedness--Level of task training prepared me for my job

N/A	1	2	3	4	5
Not Applicable, does not apply to my job	Prepared me very little for my job	Prepared me somewhat for my job	Prepared me for about half of my job	Prepared me to do most of my job	Prepared me to do all of my job

TRAINEE POST-TRAINING EVALUATION

TASK STATEMENT: Perform wire wrapping.

1. Knowledge--Training provided knowledge of

N/A	1	2	3
Not Applicable, does not apply to my job	parts, tools equipment, and simple facts used on the job	#1 plus the procedures used to complete the task	#1 and #2 plus the operating principles in- volved in per- forming the task

2. Performance--Training provided the skills needed to perform

N/A	1	2	3
Not Applicable, does not apply to my job	simple parts of the task	the task with supervision	the task without supervision

3. Job Relatedness--Tasks trained on related to my job

N/A	1	2	3	4	5
Not Applicable, does not apply to my job	Applies very little to my job	Applies somewhat to my job	Applies to about half of my job	Applies to most of my job	Applies to all of my job

4. Job Preparedness--Level of task training prepared me for my job

N/A	1	2	3	4	5
Not Applicable, does not apply to my job	Prepared me very little for my job	Prepared me somewhat for my job	Prepared me for about half of my job	Prepared me to do most of my job	Prepared me to do all of my job

TASK STATEMENT: Test containment isolation.

1. Knowledge--Training provided knowledge of

N/A	1	2	3
Not Applicable, does not apply to my job	parts, tools equipment, and simple facts used on the job	#1 plus the procedures used to complete the task	#1 and #2 plus the operating principles in- volved in per- forming the task

TRAINEE POST-TRAINING EVALUATION

2. Performance--Training provided the skills needed to perform

N/A	1	2	3
Not Applicable, does not apply to my job	simple parts of the task	the task with supervision	the task without supervision

3. Job Relatedness--Tasks trained on that are related to my job

N/A	1	2	3	4	5
Not Applicable, does not apply to my job	Applies very little to my job	Applies somewhat to my job	Applies to about half of my job	Applies to most of my job	Applies to all of my job

4. Job Preparedness--Level of task training prepared me for my job

N/A	1	2	3	4	5
Not Applicable, does not apply to my job	Prepared me very little for my job	Prepared me somewhat for my job	Prepared me for about half of my job	Prepared me to do most of my job	Prepared me to do all of my job

NOTE: This example shows six task statements. An evaluation should be made for each application to determine the appropriate number of tasks.

2.2 Questionnaire Format

A questionnaire format may be used to elicit opinions, obtain information, and collect feedback about the work or training environments. For example, questionnaires can be used to collect post-training feedback on initial or continuing training program effectiveness, to evaluate the proper scope of training program content, and to determine the effect of industry events and/or regulatory changes on the content of a training program.

The following guidance can be helpful when developing a questionnaire-type evaluation instrument:

- Define the purpose of the questionnaire. This can be done by determining what information is needed and where the information should be gathered.
- Determine the source of the evaluation questions to be used in the questionnaire. Questions can come from the managers and users of this information, previous observations and interview material, and other questionnaires that have been used for similar purposes.
- Determine the types of questions required on the questionnaire. Three different types of questions can be used.
 - Performance Questions - These questions ask what has actually been performed. They are aimed at obtaining descriptions of actual experiences, activities, or actions where the corresponding performance would be observable if an evaluator were present.
 - Opinion Questions - These questions ask for an individual's opinion about something. They are used to gather information concerning people's goals, intentions, desires, and values. This type of question can cause analysis problems because it usually requires agreement or disagreement on the part of the evaluator.
 - Knowledge Questions - These questions are asked to determine the factual information an individual knows. Facts are not opinions, feelings, or actions but are considered knowledge or truths. Knowledge questions can elicit facts from recollection or can verify facts with a true/false answer.
- Write the questions. The questions should be clearly focused to aid the respondents in determining the information that is desired. Clear cues should be provided to help accomplish this. The questions should be formatted to be consistent with the type of information sought.

The following examples can be used to collect evaluation data for program development, on-the-job training (OJT), and simulator training. These models do not encompass all training activities, and they should be revised to reflect your training and plant organizational needs.

- Example 6, Trainee Feedback Evaluation

- Example 7, End-of-course Training Evaluation

- Example 8, Training Program Evaluation

EXAMPLE 6

TRAINEE FEEDBACK EVALUATION

COURSE/PROGRAM: _____ DATE: _____

NAME (Optional): _____ INSTRUCTORS NAME: _____

REVIEWED BY: _____ DATE: _____

Please rate the following statements using the following scale:

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

- | | | |
|----|---|-----------|
| 1. | Time allotted to each unit of instruction was about right. | 1 2 3 4 5 |
| 2. | Examples, analogies, and topics in training were relevant to your job needs. | 1 2 3 4 5 |
| 3. | Training aids, audio-visuials, and handouts were current, accurate, and relevant to your job needs. | 1 2 3 4 5 |
| 4. | As a result of attending the program or course, you are better prepared to perform your present duties. | 1 2 3 4 5 |
| 5. | The classroom setting helped to promote learning. | 1 2 3 4 5 |
| 6. | Plant specifics were taught where needed. | 1 2 3 4 5 |
| 7. | The classroom training you received was beneficial to you in your understanding of plant operations. | 1 2 3 4 5 |
| 8. | The information received in training was accurate and consistent with information received in the plant. | 1 2 3 4 5 |
| 9. | The material was appropriate for your perspective (participant position, responsibilities, interests, beginning knowledge level). | 1 2 3 4 5 |

TRAINEE FEEDBACK EVALUATION

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 10. | Your questions were answered satisfactorily. | 1 | 2 | 3 | 4 | 5 |
| 11. | Overall, the course/program was beneficial and will help me to better perform my job. | 1 | 2 | 3 | 4 | 5 |

ADDITIONAL COMMENTS:

EXAMPLE 7

END-OF-COURSE TRAINING EVALUATION

COURSE TITLE: _____ COURSE DATE: _____

INSTRUCTOR: _____ TRAINEE JOB TITLE: _____

REVIEWED BY: _____ DATE: _____

We need your evaluation of the training that you have just completed. Please indicate your responses to the statements below by checking the appropriate box.

	Always	Almost Always	Some- times	Never	Almost Never	Not Applicable
1. PROGRAM CONTENT						
A. This training was relevant to my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The training was well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The training objectives were clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. TRAINING MATERIAL						
A. The information provided in texts and handouts was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The text and handout material were easy to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The visual aids were of good quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

END-OF-COURSE TRAINING EVALUATION

	Always	Almost Always	Sometimes	Never	Almost Never	Not Applicable
3. INSTRUCTOR						
A. The instructor was knowledgeable about the course material.	[]	[]	[]	[]	[]	[]
B. The instructor communicated the training information well.	[]	[]	[]	[]	[]	[]
C. The instructor kept me interested in the course.	[]	[]	[]	[]	[]	[]
D. The instructor demonstrated enthusiasm for training and for the subject being taught.	[]	[]	[]	[]	[]	[]
4. TRAINING METHODS						
A. The lectures were well organized and provided informative discussion of training topics.	[]	[]	[]	[]	[]	[]
B. Classroom discussion was encouraged.	[]	[]	[]	[]	[]	[]
C. Classroom discussions were useful for clarifying ideas.	[]	[]	[]	[]	[]	[]
D. There were an adequate number of practical applications.	[]	[]	[]	[]	[]	[]
E. Practical applications were useful in clarifying information.	[]	[]	[]	[]	[]	[]
F. Enough time was spent on practical applications.	[]	[]	[]	[]	[]	[]
G. Exams and quizzes were relevant to the training.	[]	[]	[]	[]	[]	[]
H. Exams and quizzes reinforced the training material.	[]	[]	[]	[]	[]	[]

EXAMPLE 8

TRAINING PROGRAM EVALUATION

PROGRAM: _____ PLANT: _____

DATE(S) CONDUCTED: _____

EVALUATOR(S): _____

REVIEWED BY: _____ DATE: _____

In completing the step-by-step procedures of the program evaluation instrument, the evaluator(s) will be required to respond in various manners at each point in the process. Both objective and subjective data will be collected. The evaluator(s) should realize that due to the diversity of the program, some steps may not be applicable. These steps should be cited. Examine the applicable training materials, and interview instructors, trainees, and trainees' supervisors to answer the following questions.

DEVELOPMENT

1. Does a written job/task analysis exist for this program? Cite examples.
2. Did training personnel and plant technical personnel participate in identifying training needs and developing training programs? Describe the process.
3. How was the job/task analysis used to provide the basis for making decisions regarding program content? If a training task list or matrix has been developed for this program, attach a copy.

TRAINING PROGRAM EVALUATION

5. Are appropriate procedures, references, etc., available and maintained current?

Are actual plant procedures and references utilized and adapted as appropriate for non-plant-referenced simulators?

6. Do simulator training materials provide a proper mix of normal, abnormal, and emergency exercises?

7. Do the training materials effectively incorporate plant and industry events?

TRAINING PROGRAM EVALUATION

16. Are learning objectives specific to identified training needs of the plant?

17. Are there learning objectives established for each crew position?

18. Do exercises and instructors challenge trainees to perform to the best of their ability?

ADDITIONAL REMARKS:

2.3 Checklist Format

A checklist format can be used to assess a product to determine whether the actions or results meet predetermined standards. Checklists might be used to determine if job performance was satisfactory after training or if an instructional session was conducted properly.

The following guidance can be helpful when constructing a checklist evaluation instrument:

- Identify all actions or key points to be evaluated. Each must be important, observable, distinguishable, and measurable.
- Identify the most frequent problems found in the activity to be evaluated.
- Convert these problems (negative statements) into positive statements that describe satisfactory performance or describe what satisfactory products look like.
- Provide a model or samples of acceptable materials to help the evaluator determine whether standards of accuracy and quality are met.

The following examples can be used to collect evaluation data for instructor observations and training department. These models do not encompass all training activities, and they should be revised to reflect your training and plant organizational needs.

- Example 9, Instructor Observation Checklist
- Example 10, Training Development Recommendation Checklist

EXAMPLE 9

INSTRUCTOR OBSERVATION CHECKLIST

LESSON TITLE: _____ DATE: _____

INSTRUCTOR: _____ LENGTH OF OBSERVATION: _____

OBSERVED BY: _____ TITLE: _____

REVIEWED BY: _____ DATE: _____

Directions: Check **Yes**, **No**, or **N/O** (Not Observed).I. Advance Preparation

The instructor was prepared for the training session.

	YES	NO	N/O
• Training materials were previewed.	()	()	()
• Training materials were gathered and checked for accuracy, completeness, and legibility.	()	()	()
• Training aids and materials (i.e., tests, handouts, transparencies) were organized for effective and efficient use.	()	()	()
• Administrative materials (i.e., attendance sheets) were available.	()	()	()
• Training area was set up for effective instruction prior to training (i.e., lighting, seating, supplies, A/V equipment).	()	()	()

INSTRUCTOR OBSERVATION CHECKLIST

II. Format of the Training Material

The instructor demonstrated ability to follow the lesson plan.

	YES	NO	N/O
• An overview of the session was presented as a part of the introduction.	()	()	()
• Training objectives were provided at the beginning of the class.	()	()	()
• Training content was presented according to the lesson plan.	()	()	()
• Instructor/trainee activities were implemented according to the plan.	()	()	()
• The instructor demonstrated the ability to make instruction meaningful for the trainees.	()	()	()
• Objectives were reinforced during the training.	()	()	()
• Examples and/or analogies were used to apply the content to practical situations.	()	()	()

The instructor demonstrated the ability to focus the trainees' attention on the training content.

• The trainees were provided with an appropriate purpose or rationale for the training.	()	()	()
• Interest in the topic was increased through use of reinforcement.	()	()	()
• The relationship of the present session to previous training was identified.	()	()	()
• The on-the-job significance of the training was emphasized.	()	()	()

INSTRUCTOR OBSERVATION CHECKLIST

The instructor demonstrated the ability to present the content and instructor/trainee activities in an organized, logical sequence.

- | | YES | NO | N/O |
|--|-----|-----|-----|
| • One teaching point and/or objective flowed to the next. | () | () | () |
| • Trainees could follow the presentation without confusion. | () | () | () |
| • "Nice to know" information was minimized. | () | () | () |
| • Meaningful relationships between concepts and skills were clear. | () | () | () |
| • Topics had natural beginning and ending points. | () | () | () |

III. Technical Material Review (For Peer Evaluation)

The instructor demonstrated appropriate technical competence to present the subject matter.

- | | | | |
|---|-----|-----|-----|
| • Content knowledge was accurate and current. | () | () | () |
| • Knowledge was of appropriate depth. | () | () | () |
| • Knowledge could be applied to the job as appropriate. | () | () | () |

IV. Applied Instructional Theory

The instructor demonstrated the ability to involve trainees actively in the learning process (as opposed to constant lecture or watching a demonstration).

- | | | | |
|---|-----|-----|-----|
| • Active trainee participation was encouraged. | () | () | () |
| • Checks for understanding were made through questioning, performance, review quizzes, etc. | () | () | () |

INSTRUCTOR OBSERVATION CHECKLIST

	YES	NO	N/O
• Training was adjusted according to trainee needs.	()	()	()
• Allowances were made for "slower" and "faster" learners.	()	()	()
• Behavior and trainee responses were reinforced in a positive manner.	()	()	()
• Frequent and appropriate trainee responses were elicited.	()	()	()
• Asking subject-matter questions was encouraged.	()	()	()
• Trainees were given an opportunity to practice more than once (if needed).	()	()	()
• "Hands-on" practice was provided where possible.	()	()	()
• "Hands-on" practice emphasized critical steps and skills.	()	()	()
The instructor summarized key points/information/task steps before progressing to the next objective.			
• The amount of information presented was appropriate for the trainees.	()	()	()

ADDITIONAL COMMENTS:

EXAMPLE 10

TRAINING DEVELOPMENT RECOMMENDATION
CHECKLIST

ORIGINATOR: _____

NEW DEVELOPMENT: _____ REVISION: _____

1. Identify the problem/need: _____

2. Is the problem/need safety-related?
Yes _____ No _____
3. What job classification is affected?
 Control room operator
 Shift supervisor
 Shift superintendent
 Plant equipment operator
 Shift technical advisor
 Electrician
 Mechanical maintenance
 Instrument and control technician
 Radiation protection technician
 Chemistry technician
 Managers and technical staff
 Other _____
4. What type of task is involved?
 Normal operations
 Maintenance and surveillance
 Administrative
 Abnormal
 Emergency
 Team evolution
 Other _____
5. How important is this situation?
 Negligible
 Undesirable
 Serious
 Severe
 Extremely severe
6. Does the situation require urgent consideration? _____ Yes _____ No

**TRAINING DEVELOPMENT RECOMMENDATION
CHECKLIST**

7. How difficult is this task to perform?

- Very easy
- Somewhat easy
- Moderately difficult
- Very difficult
- Extremely difficult

8. What is the frequency of this problem/need?

- Rarely (about once a year)
- Seldom (about 3 or 4 times a year)
- Occasionally (about once a month)
- Often (about once a week)
- Very often (daily)

9. What is the source of the problem/need?

- Lack of training
- Insufficient training emphasis
- Lack of practice during training
- Incorrect training materials
- Conflict between training and job requirements
- Regulatory requirement
- Not applicable

10. How can this recommendation benefit plant operations?

- Correct unsafe practices
- Improve plant availability
- Eliminate equipment misuse/damage
- Reduce reworks
- Reduce unscheduled maintenance
- Improve employee performance
- Accelerate qualification
- Avert anticipated problem
- Respond to regulatory/requirement/change
- Maintain job qualifications

11. How do you suggest training be _____ revised or _____ developed?

(Attach a written description that describes the root cause of the problem and how it should be corrected.)

Signature, Title

Date

TRAINING DEVELOPMENT RECOMMENDATION
CHECKLIST

FUNCTIONAL REVIEW

Disposition Action:

Approved _____ Approved with Modifications _____ Disapproved _____

Modifications and Comments (Note: approved with modifications and disapproved require comments):

Signature, Title

Date

TRAINING REVIEW

Disposition Action:

Approved _____ Approved with Modifications _____ Disapproved _____

Defer _____

Modifications and Comments (Note: approved with modifications, disapproved, and defer require comments):

Signature, Title

Date

SUMMARY

The results of evaluations will provide the training organization with positive short- and long-range direction. The collection of data before, during, and after training can provide valuable information for decisions about existing and future training programs. To take full advantage of this evaluation information, it is important that plant and training management conduct regular overviews, and that training personnel are provided feedback directly and through continuing development activities. This will ensure that all training activities are consistently and effectively administered and will produce the results for which they are intended.

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September 1993
ACAD 88-002 (Addendum III)
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April 19, 1994

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