

**Final Project:**

**“An Evaluation of the Effectiveness of General Employee Training (GET) at Ames Laboratory”**

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**Research Evaluation 597**

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## **Executive Summary**

Ames Laboratory has a contractual obligation to train all of its new employees. To properly orient employees, the Laboratory instituted a General Employee Training (GET) module in 1991. In order to provide Ames Laboratory management assurance that GET was “hitting the mark”, a formal evaluation of GET was conducted over 8 weeks that focused on four main aspects of the course: organization, clarity, relevancy, course materials. An evaluation form was devised that collected both quantitative and qualitative data on these topics. On certain questions, participants were asked to strongly disagree, disagree, agree or strongly agree with a statement such as “This course is organized appropriately.” Numerical values were assigned to each response and a mean response calculated. Written comments were also solicited and analyzed for any common themes.

A total of 32 participants completed the evaluation. In general, the quantitative data showed most participants either agreed or strongly agreed with statements related to each topic. Specifically, the results show a mean response of 3.6 (out of 4.0 which equals “strongly agree”) for course organization, 3.8 for course clarity, 3.4 for relevancy and 3.7 for course materials. The written comments received in many cases reiterate the positive quantitative data. In other cases, comments point out specific things that may be done to improve the module (e.g. “put fewer words on slides”). The data for each question is analyzed and followed by specific recommendations. The evaluation concludes that GET, in its current format, is effective but can be even more effective by implementing the stated recommendations. Some of the recommendations include evaluation of the video currently used in the presentation,

standardization of the PowerPoint presentation (in terms of number of words and font size)  
and consideration of a separate GET course for administrative and support personnel.

## Introduction

Ames Laboratory is a Department of Energy (DOE) national laboratory located on the campus of Iowa State University (ISU). The Laboratory is operated by Iowa State University via a GOCO (Government-Owned, Contractor-Operated) agreement. Part of this contractual relationship means that the Laboratory must follow DOE directives in all aspects of its operation. These directives encompass many topical areas including security, safety and protecting the environment. For example, in the area of workplace safety, the DOE states:

*“Safety is an integral part of everything DOE does. The safety of our workers and the environmental responsibility to safeguard our natural surroundings are integrated management practices throughout DOE.”* (Department of Energy, 2007)

Inherent in being a national research laboratory is having an effective training program that informs employees of requirements in directives as they relate their employment. To properly orient new employees, Ames Laboratory instituted a General Employee Training (GET) module in 1991. The purpose of GET was to provide employees an overview of salient policies and procedures of Ames Laboratory that would be helpful to them as employees. Historically, GET began as an 8-hour session that provided employees information on a wide variety of topics. Feedback from participants and supervisory personnel indicated that the course was too long and covered too much information. Today, the purpose of GET remains the same but has been pared down to a 90-minute session. In 2008, 136 new employees attended GET. (Easter, 2009)

Since its inception, GET has never been formally evaluated to determine its effectiveness. Course evaluations are completed at the end of class that ask the participants to rate course content (in terms of organization, clarity and relevance) and the instructor (in terms of knowledge of the material, presentation and delivery). These evaluation forms are then reviewed by the manager of the safety office and filed in the training office. In spite of the feedback received via course evaluations and subsequent management review, a formal evaluation of the forms has never been done to determine if GET is "hitting the mark" in terms of effectiveness. This evaluation provides management of Ames Laboratory valuable information on that very issue.

**Need for the Assessment: Why is it being done? Why is it important?**

GET gives every new employee at Ames Laboratory a first impression of the organization, its values and a sense of what's important. New employees are highly valued by the Laboratory Director, Dr. Alex King. The significance of the contributions made by employees to fulfill the Laboratory's mission and the responsibility to assist them was clearly stated in recent "Director's Message":

*"Our contributions to the new national agenda will grow from the unique and inventive minds of existing and new scientists and graduate students. New employees and students bring new ideas and expertise when they join the Laboratory and they stimulate new visions in existing employees. As we guide new employees through our business*

*policies and practices, it is especially important for supervisors and co-workers to provide proper assistance and oversight for safety practices.” (King, 2009)*

Dr. King receives feedback from a variety of sources on how well the Laboratory's is fulfilling its mission as a DOE national laboratory. The goal of this assessment is to provide the Director with information on the effectiveness of GET in terms of being a tool that will “guide new employees through our business policies and practices”, amongst other things.

### **Stakeholders**

Stakeholders include anyone who has a stake in the program to be evaluated or in the evaluation's results (Fitzpatrick, Sander, & Worthen, 2004). In terms of this assessment, there are many stakeholders, each that would benefit from the results:

**Employees:** GET provides a very broad overview of a variety of topics. The audience that has to understand this information is ethnically and educationally diverse. An assessment of the effectiveness of this module will either confirm that the module is clear and understandable or identify a need to change the content and format. Future employees will benefit from the results of this assessment.

**Supervisors:** Supervisors have key responsibilities in terms of program administration, safety and security. Supervisory personnel get a better sense of those responsibilities

by attending GET. They also benefit from having employees or students that they supervise have the same understanding of the basics of the organization.

**Safety Office:** Safety is a significant component of GET. All employees are responsible for their own safety and the safety of others. This is the message they receive in GET. When employees understand the basis of the Laboratory's safety program and the expectation of being a "participant" in it, future interactions between laboratory personnel and the safety office are much more productive. The result is an effective safety program.

**Laboratory Director:** As already discussed, the Director is very clearly a stakeholder in the outcome of this assessment. Dr. King's expectations for new employees are presented in GET. His message sets an organizational tone and attempts to describe the Laboratory's culture. A GET session that effectively conveys information to new employees also delivers the Director's message. The proposed assessment will either provide assurance that the message is being delivered effectively or suggest the need to change the mode of delivery.

### **Client**

This assessment was devised based on a professional interest of the researcher and in consultation with the manager of the safety office. As stated previously, Ames Laboratory management will be apprised of the results of the assessment although it was not formally

commissioned or funded by the Director. According to Fitzpatrick et. al (2004), the client is the specific agency or individual who requests the evaluation. Given this definition and the context of this assessment, there is no formally defined client.

### **Focus of the Assessment**

As mentioned previously, course evaluations have been utilized for GET. In a discussion with the manager of the training office and the manager of the safety office, most of the negative comments regarding the course have been in the area of course content. Specifically, low ratings have periodically been observed in the areas of organization, clarity and relevance. For the purpose of this assessment, a new evaluation form was devised that 1) more clearly quantifies overall satisfaction in these three areas and 2) specifically request comments on how each of these three areas may be improved.

### **Objectives**

Formally stated, the objectives of this assessment were as follows:

- Objective 1: To evaluate/assess if participants feel GET is organized appropriately.
- Objective 2: To evaluate/assess if participants feel GET is clear and easy to understand.
- Objective 3: To evaluate/assess if the content in GET is relevant.

The assessment also asked for input on strengths and suggested improvements via open-ended survey questions.

### **Assessment Methodology**

The survey instrument (i.e. course evaluation, Appendix A) was administered over an 8-week period of time beginning in late February and concluding in mid-April. The course evaluation was given to each GET participant at the end of class. Participants were given a brief introduction to the assessment and encouraged to provide honest and thoughtful feedback on the evaluation form. Specifically, the form was comprised of six questions or statements each addressing a different topical area:

- 1) This course is organized appropriately.
- 2) This course is clear and easy to understand.
- 3) Information in this course is relevant to my position.
- 4) The course materials are good resources for information.
- 5) What did you feel were the best aspects of this class?
- 6) List any additional improvements that would make this course more effective.

Response categories for questions 1-4 were: strongly disagree, disagree, agree and strongly agree.

A comments section below each question allowed the participant to provide feedback on each of the four topical areas. Questions 5 & 6 were also open-ended in that they solicited written feedback from the participant. Topical areas for these questions were related to the value of the course materials and what participants feel were the best aspects of the class.

Evaluation forms were reviewed by the manager of the safety office and then given to the principal investigator for data analysis (see Data Analysis section below).

## **Evaluation Methods**

The two evaluation methods that framed this evaluation and described by Fitzpatrick, Sander and Worthen (2004) were the management and expertise-oriented approaches.

### Management-Oriented Approach

The assessment approach for this evaluation best fits the management-oriented approach depending on the context of interpretation. The management-oriented evaluation approach is meant to serve decision makers. (Fitzpatrick, et al., p. 88) In the strictest context, the “decision” could be framed up as: “Shall we offer General Employee Training or cut it?” This question is not truly realistic in that GET is recognized as an essential course that conveys useful information to all new employees. A better question might be: “Is GET effective in conveying useful information all new employees?” It is hoped that this assessment will provide management with a clear answer to that question. Within that framework, this evaluation fits well within the CIPP Evaluation Model proposed by Stufflebeam (2000). Specifically, this study fit’s Stufflebeam’s “product evaluation” criteria by which management will be “judging program attainments”.

### Expertise-Oriented Approach

The assessment approach used for this evaluation may fit the expertise-oriented approach depending on the definition of the term “expert”. The expertise-oriented approach is where “experts are used to judge specific aspects of an institution or program utilizing group expertise as the primary evaluation strategy.” (Harris, D., Johnson, E., Mosher, G., Schuman, M., Spring,

2009). An example of an expertise-oriented approach for this project would be if Ames Laboratory were to hire consultants from the University's Training and Development office to conduct the evaluation. In this assessment, no external group of experts has been hired. However, the researcher conducting the evaluation has been a co-instructor for the GET module for over 10 years and has been involved in the development of the course to its present state. This experience may qualify him as an internal expert.

### **Design**

The study design for this assessment is best described as cross-sectional. A cross-sectional design addresses a particular research question at a particular point in time. (Fitzpatrick, et al., 2004) All new employees at Ames Laboratory are required to attend GET. The individuals surveyed for this assessment represent a sample of the overall population of Ames Laboratory employees. A total of 32 new employees participated in the study.

### **Data Analysis & Interpretation**

Data analysis techniques encompassed both quantitative and qualitative approaches. The responses to questions 1-4 were assigned numerical values as follows: Strongly Disagree = 1; Disagree = 2; Agree = 3; Strongly Agree = 4. The numeric means for these questions were calculated. A mean of less than 2.0 was interpreted as an overall negative response to the statement. Statements with negative responses were then evaluated relative to the associated comment section. For example, if the statement "Information in this course is relevant to my position." receives a mean response of 1.7, the comment section for that question was

reviewed to determine what suggestions were made as to how to make the course more relevant. Mean responses greater than 3.0 were interpreted as a generally positive evaluation of a question by the participant. Associated comment sections were again reviewed for any suggested enhancements. There were no mean responses between 2.0 and 3.0.

Written comments for questions 5 & 6 were reviewed and analyzed. Comments were analyzed for specific themes. For example, several comments were made related to the video used in the course. Comments on specific aspects of the course were categorized as either positive or negative. The themes that received the highest number of comments were chosen for analysis and are discussed relative to their implications for future course enhancements.

## Assessment Results

### Quantitative Data

Assessment results for Questions 1-4 are shown in two different representations below in Table 1 and Figure 1. A total of 32 individuals participated in the evaluation ( $n = 32$ ; except for Question #4 where  $n = 30$  due to 2 non-responses). Table 1 shows numeric results for each of the possible responses (strongly disagree, disagree, agree, strongly agree). The mean response was calculated by taking the number of responses for each category, multiplying by a weighting factor (strongly disagree = 1, disagree = 2, agree = 3, strongly agree = 4) and dividing the total by  $n$  or 32.

For example, the calculation for Question #1 would be as follows:

(Number of responses for "Strongly Disagree" = 1) x (Weighting Factor for "Strongly Disagree" = 1) =	1
(Number of responses for "Disagree" = 0) x (Weighting Factor for "Disagree" = 2) =	0
(Number of responses for "Agree" = 9) x (Weighting Factor for "Agree" = 3) =	27
(Number of responses for "Strongly Agree" = 22) x (Weighting Factor for "Strongly Agree" = 4) =	<u>88</u>
	TOTAL = 116
Mean Response = TOTAL / ( $n = 32$ ) = $116/32 = 3.6$	

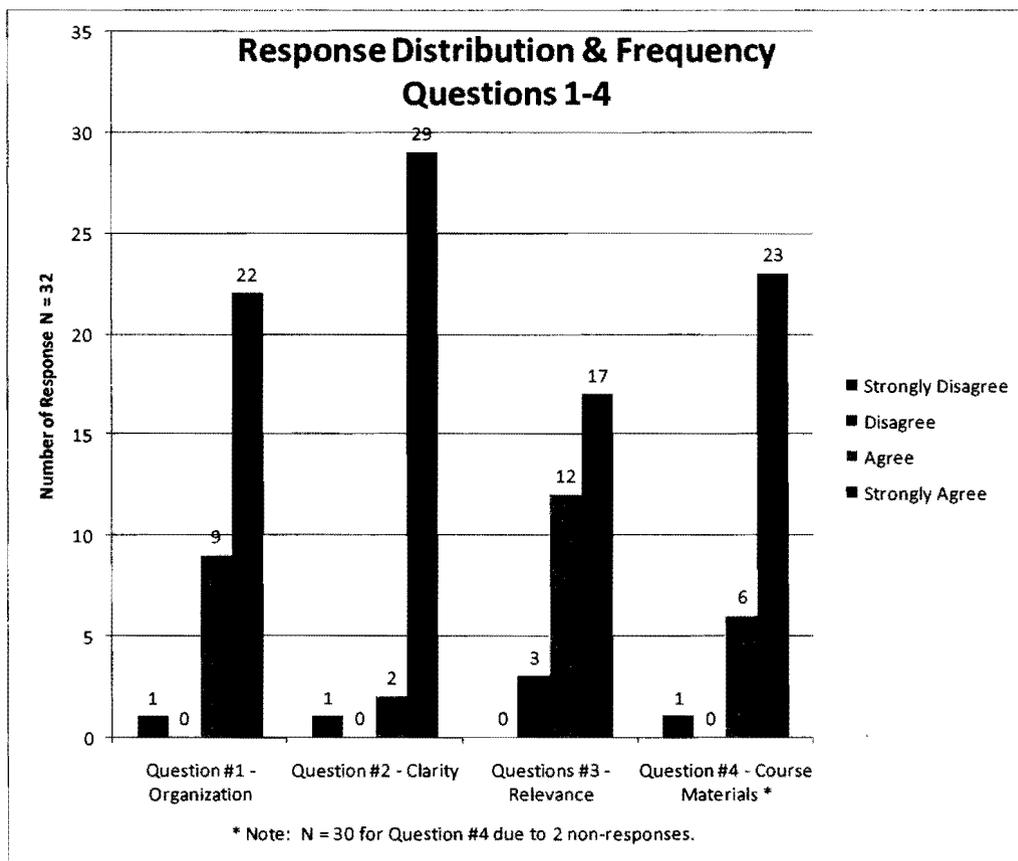
Figure 1 shows the frequency distribution of the responses via a bar chart representation.

**Table 1. Numeric (N = 32) and Mean Responses for Questions 1-4**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean Response
This course is organized appropriately.	1	0	9	22	3.6
This course is clear and easy to understand	1	0	2	29	3.8
Information in this course is relevant to my position.	0	3	12	17	3.4
The course materials are good resources for information.	1	0	6	23	3.7*

“\*” = average calculated on the basis of 30 responses; 2 non-responses.

**Figure 1. Response Distribution & Frequency for Questions 1-4**



## Qualitative Data

### Questions 1-4

A summary analysis of the written comments was completed. For Questions 1-4, written comments were categorized as either positive or negative. Results are as follows and discussed in the sections that follow:

#### **Written Comments for Question 1: The course is organized appropriately.**

*I think it's organized perfectly fine.*

*Fewer slides.*

*Take time to group cyber security information and reading together.*

*I believe it was well organized.*

*I think it moves along fairly quickly and was well organized.*

*This course was very organized, no improvements necessary.*

Summary Analysis: Four generally positive comments (denoted in green); two comments that may implications for future iteration of the course (denoted in red).

#### **Written Comments for Question 2: The course is clear and easy to understand.**

*Very easy to understand...presented in a clear manner.*

*Bigger writing & less bullets on slides.*

*No improvements necessary.*

Summary Analysis: Two generally positive comments (denoted in green); one comment that may implications for future iteration of the course (denoted in red).

#### **Written Comments for Question 3: Information in this course is relevant to my position.**

*I'm an office assistant. I don't know how much I'll be dealing with chemicals but I guess it's always important to be aware of what's happening.*

*I'm working on IS. But the course is almost about the working security, physical hazard.*

*Course addressed may common situations so I think it is good.*

*I will be working at the VRAC but I understand this training is necessary to get funding through Ames Lab.*

*Separate training times by what hazards are in workplace.*

Summary Analysis: One generally positive comment (denoted in green); three comments that may have implications for future iteration (denoted in red).

**Written Comments for Question 4: The course materials are good resources for information.**

*The cheesy video could be replaced with something else, but otherwise it was good.*

*Haven't had time to look at them yet.*

Summary Analysis: Two comments that may have implications for future iteration (denoted in red).

Questions 5 & 6

A summary analysis of the comments was completed. For Questions 5 and 6, comments were categorized as to general themes. Results are as follows and are discussed in the sections that follow:

**Written comments received for Question #5: What did you feel were the best aspects of this class?**

*The Clemson poster in the background of one scene in the video.*

*The video on the safety. (V)*

*The PowerPoint was efficient and informative. (F)*

*Haven't had time to look at them yet.*

*The quick overview. (F)*

*Useful and interesting.*

*The video about safety and giving info about the lab. (V)*

*Covered lots of material. (F)*

*Easy to hear, understand and follow. The instruction was sweet and simple. (I)*

*The instructor made it interesting. (I)*

*Video tape for preventing the incident. It was very fun and educational. (V)*

*Informative, entertaining (for what it was), effective.*

*The clear, concise presentation. (F)*

*Got useful information; learn how to be safe in work place.*

*Quick overview with more in-depth information to read independently. (F)*

*Good info and about right period of time. (F)*

*Safety. Security*

*Lots of good general safety info.*

*I like the structure of the 2 lectures and the video in between. (V)*

*Speediness and precise. (F)*

*The video helps to keep safety in mind. (V)*

*Video. A nice educational story. (V)*

*Video shown gives more impact. (V)*

*I enjoyed the PowerPoint that went over the topic with additional material provided. (F)*

*The way that the information was presented, very clear, and understandable. (I)*

*The video was entertaining. (V)*

*Instructor was enthusiastic and made safety feel important. (I)*

Summary Analysis: Eight participants mentioned the video as the best aspect (along with two negative comments) of the class and are denoted by a (V) designation. Eight positive comments were received about the course format and are followed by a (F) designation. Four positive comments were received about the instructors and are followed by a (I) designation.

**Written comments received for Question #6: List any improvements that would make this course more effective.**

*Again maybe replace the cheesy video, otherwise everything else was great. (V)*

*As interesting as possible, honesty on the part of the instructor, relevant examples of real safety situations.*

*Is there another movie that would treat the audience as a more mature group? (The content was excellent, but maybe a new movie in the future.) (V)*

*More realistic accidents happened before in Ames Lab. (F)*

*Perhaps some more hands on demonstrations of safe practices, i.e. with chemicals. (F)*

*Separating non-chemical and chemical workers for GET training. (F)*

*Practical activities. (F)*

*No improvements necessary.*

*None.*

Summary Analysis: Two comments were received that mentioned the video and are followed by a (V) designation. Four suggestions were made on course format that may have implication for future iteration of course and are followed by a (F) designation.

### **Interpretations, Implications, Recommendations**

An interpretation of the quantitative and qualitative data for each question is given below followed by any associated implications and recommendations.

#### **Question #1 – The course is appropriately organized.**

The mean response of 3.6 (out of 4) indicates that most participants felt the organization of the course was appropriate. In fact, 31 of 32 participants either agreed or strongly agreed with the statement. This is surprising given the historical negative comments on course organization. It should be noted that one participant provided a “strongly disagree” response to this question and questions 2 & 4. Analysis of the qualitative comments received on this form suggests that the participant may not have understood the rating scale and/or questions. In other words, despite the negative quantitative ratings, qualitative comments were positive.

Six (6) written comments were received for this question. Four (4) comments (e.g. “I believe it was well organized”) simply supported the overall positive quantitative rating. Two other comments (“Fewer slides”, “Take time to group cyber security and reading together”) may have implications for the format of the next version of GET. The comment about having fewer slides is a reminder of the importance of conveying the information efficiently. The suggestion specific to the cyber security information may indicate the need to re-evaluate how this topic is presented. This type of evaluation would be best accomplished via a consultation with cyber security subject matter experts. It is recommended that the researcher (who will also be

responsible for revamping the course) consider these comments and conduct such an evaluation during the next iteration of the module (scheduled for Fall of 2009).

**Question #2 - This course is clear and easy to understand.**

The mean response of 3.8 (out of 4) indicates strong agreement with the statement on the course being clear and easy to understand. Thirty-one (31) of 32 participants either agreed or strongly agreed with the statement. This is a pleasant surprise given the ethnic diversity of the individuals attending GET and the assumed varying levels of language proficiency.

Three written comments were received. Two comments reiterated the positive quantitative data. A third comment ("Bigger writing & less bullets on slides") will serve as a prompt for the researcher to review the format of the PowerPoint slides during development of the next iteration of the module. Specifically, it is recommended that the module be formally reviewed to ensure that each slide contains no more than 20-25 words and that font size is maximized and consistent throughout the presentation.

**Question #3 – Information in this course is relevant to my position.**

The mean response of 3.4 (out of 4) indicates agreement with the statement that the course is relevant to the participant's position. Twenty-nine of 32 participants either agreed or strongly agreed with the statement. The higher number of "Agree" responses (12) and the associated weighting factor resulted in this being the lowest average response of questions 1-4.

Three of the 5 written comments received are helpful in terms of identifying a general theme that has been observed historically. The comments (“I’m an office assistant. I don’t know how much I’ll be dealing with chemicals but I guess it’s important to be aware of what’s happening.”; “I’m working on IS. But is almost about the working security, physical hazard”; “I will be working at the VRAC but I understand this training is necessary to get funding through Ames Lab.”) may indicate a need to re-evaluate course content to better meet the needs of administrative staff and non-laboratory based employees attending GET. It is recommended that the module be evaluated relative to course content that applies solely to administrative or support personnel versus researchers. It is possible that a separate, shorter course might better suit the needs of the non-research staff.

**Question #4 – The course materials are good resources for information.**

The mean response for this question was 3.7 (out of 4). This indicates strong agreement with the statement regarding handout materials being good resources of information. Twenty-nine of 30 participants (NOTE: There were 2 participants that did not respond to this question) either agreed or strongly agreed with the statement.

Two (2) written comments were received. One specific comment about the video (“The cheesy video could be replaced with something else, but otherwise it was good.”) suggests a need to re-evaluate the use of the video. This will be discussed in more detail below in question #5.

**Question #5 – What did you feel were the best aspects of this class?**

A total of twenty-seven GET participants responded to this question. An analysis of the comments identified three major categories of responses:

**Video**

Eight (8) participants mentioned the video as a best aspect of the class. Two (2) comments (“Video tape for preventing the incident. It was very fun and educational.”; “The video was entertaining.”) positively affirm the humorous nature of the video. It should be noted that the video was specifically chosen for its use of humor to convey a serious message about safety. The video is presented in the middle of the presentation and breaks the lecture content into approximately two equal halves. Only two negative comments were received about the video. This data seems to indicate that the original intent of the video is hitting the mark with the majority of those that responded.

**Course Format**

Eight participants made comments related to format as the best aspect of the course. Comments such as “The PowerPoint was efficient and informative.” and “I enjoyed the PowerPoint that went over the topic with additional material provided.” support the continued use of PowerPoint as the mode of delivery of the information. Two comments (“Good info and about right period of time.”; “Speediness and precise.”) suggest that the 90-minute course length may be appropriate (NOTE: No comments were received saying the course was too long.)

### **Instructor**

Four participants mentioned the instructor as the best aspect of the class. Comments such as “The instructor made it interesting” and “Instructor was enthusiastic and made safety feel important” confirm that the instructors (GET is taught by two different instructors) are doing a good job of conveying the wide variety of information in the module. There were no negative comments made about the instructors.

No specific recommendations are made as a result of these findings other than to take the previous comments into consideration during the development of the next version of GET. In other words, the continued use of a light-hearted video may be justified but other options should be evaluated. The course length would not need to be shortened due to negative feedback. Finally, it would appear that the current instructors are effective and should continue to teach the course after it is update in the Fall.

### **Question #6 – List any improvements that would make this course more effective?**

A total of nine GET participants responded to this question. Several comments seem to temper the positive comments received earlier. For example, the comment “Is there another movie that would treat the audience as a more mature group? The content was excellent, but maybe a new movie in the future.” would point out that the humorous content of the video did not resonant with all participants. The comment “As interesting as possible, honesty on the part of the instructor, relevant examples of real safety situations.” would appear, at first glance, to be from a participant that had issues in the instructor and the examples given during lecture and

perhaps in the video. Given the wording of the response, it's possible the participant did not understand the question. In other words, the statements appear to more appropriately answer the "best aspects" question.

Despite the previously discussed positive comments about the PowerPoint format, two comments ("Perhaps some more hands on demonstrations of safe practices, i.e. with chemicals."; "Practical activities.") are very instructive and may suggest the need to utilize other types of learning modalities (i.e. not just lecture). For example, could a small group, 10-minute exercise be devised that would allow students to identify hazards based on a review of a case study? Would it be instructive to have a student try on a pair of gloves and then show an appreciation of their limitations by having them try to pick up a small chemical container? Consequently, a recommendation is made for the researcher to evaluate GET content for amenability to other types of presentation styles. These options should be considered during the next iteration of GET as it's possible that learning might be enhanced by supplementing the lecture presentation with short duration, in- class activities.

## **Limitations**

This evaluation was conducted over approximately 6 weeks. A longer evaluation period would generate more data in terms of feedback. Given the strong ratings received for the areas of course organization, clarity, relevance and materials, it's unlikely that more data would lower the mean responses received. However, a higher level of participation would generate more qualitative comments that might have specific implications for future iterations of the course.

A more detailed evaluation of course content may be instructive. In other words, this study looked at general topics (e.g. course organization). An assessment could be devised that would ask the participant for feedback on a topic by topic basis. For example, during the safety portion of the presentation, the topics of chemical safety, electrical safety, environmental protection, and radiation are all discussed. An assessment tool that asks the participant to rate each area in terms of clarity, etc. would identify topical areas that need the content refined.

The evaluation tool was administered immediately upon the completion of the training. Is this the best time to receive feedback from participants? Are most participants simply ready to leave and therefore not honest feedback? Would a web-based follow up evaluation administered a week after completion of GET elicit better data? This strategy for future evaluations of GET should be researched.

## **Conclusions**

A formal evaluation of GET was conducted to determine effectiveness. This 8 week study included 32 participants and focused on four main aspects of the course: organization, clarity, relevancy, course materials. An evaluation form was devised that collected both quantitative and qualitative data on these topics. On certain questions, participants were asked to strongly disagree, disagree, agree or strongly agree with a statement such as "This course is organized appropriately." Numerical values were assigned to each response and a mean response calculated. Written comments were also solicited and analyzed for any common themes.

In general, the quantitative data showed most participants either agreed or strongly agreed with statements related to each topic. The written comments received supported the positive quantitative data and also pointed out specific things that could be done to improve the module. The evaluation concludes that GET, in its current format, is effective but can be even more effective by implementing the specific recommendations stated within this report.

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**Appendix**

GET Evaluation Form

**GENERAL EMPLOYEE TRAINING – EVALUATION FORM**

\_\_\_\_\_  
**Instructor's Name**

\_\_\_\_\_  
**Date**

Ames Laboratory strives for continuous improvement in all of its processes. Your feedback is important. Help us evaluate the effectiveness of this training by answering the following questions:

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1) This course is organized appropriately.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on how this course could be better organized.

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<b>2) This course is clear and easy to understand.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Please comment on how this course could be made more clear and easily understood.

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<b>3) Information in this course is relevant to my position.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Please comment on how this course could be made more relevant.

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<b>4) The course materials are good resources for information.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Please comment on how what additional course materials would be useful to you.

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**5) What did you feel were the best aspects of this class?**

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**6) List any additional improvements that would make this course more effective.**

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**THANK YOU.**