

**BY ORDER OF
THE COMMANDANT**

**AIR FORCE INSTITUTE OF TECHNOLOGY
INSTRUCTION 36-119**

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Personnel

EVALUATION

COMPLIANCE WITH THIS PUBLICATION IS MANADATORY

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This instruction requires the establishment of programs in the Air Force Institute of Technology (AFIT) to evaluate instruction, students, curricula, and facilities. It also provides guidance in applying evaluation policies and procedures contained in AFI 36-2201, Developing, Managing, and Conducting Military Training, AFMAN 36-2234, Instructional System Development; AFH 36-2235, Vol 10, Application to Education, and AUR 53-13, Air University Program Review and Evaluation. The evaluation program applies to all AFIT degree and professional continuing education (PCE) programs.

SUMMARY OF REVISIONS

The requirement for quarterly educational quality indicator (EQI) data provided by the schools to AFIT/XO has been added. Also the references to the ISD regulations and office symbols have been updated.

1. Policy. Educational managers and instructional personnel at all levels should rely on evaluation inputs as a source for decision making. A systematic program of evaluation will help ensure effective educational programs.

2. Evaluation.

2.1. Evaluation must be an integral part of the instructional development/delivery process. Methods of evaluation are selected on the basis of appropriateness to the academic

objectives, attributes of individual learners, curricula to be evaluated, intended use of the evaluation data and contribution to managerial decision making.

2.2. Evaluation reports should include interpretative comments by the evaluator(s). Exceptions are brief statistical summaries and data whose primary value lies in prompt dissemination.

2.3. Internal evaluation occurs during the instructional program. It includes evaluation of students, curricula, services and facilities.

2.3.1. Student evaluation is concerned with identifying and measuring variables of input (prior knowledge and experience or other student characteristics) and output (observed or reported change in behavior). It may involve such methods as the testing, rating, or ranking of every individual; the observation and critiques of performance; or the random sampling of student achievement. (Ref AFMAN 36-2234, and AFH 36-2235, Vol 10)

2.3.2. Curriculum evaluation identifies and measures variables of the instructional process, such as content, sequence, presentation methods, media employed and instructional output, such as the degree to which stated objectives are achieved. (Ref AFMAN 36-2234, and AFH 36-2235, Vol 10)

2.4. AFIT schools will conduct a regularly scheduled external evaluation program. External evaluation occurs when non-AFIT agencies, institutions, committees, individuals, etc., are used to assess any aspect of the educational program. External evaluation data may include comments solicited from Department of Defense (DoD), HQ USAF, the major commands, or former students and/or their supervisors or commanders (international officers are excluded). External evaluations conducted by the various schools within AFIT as a normal part of an evaluation program will comply with AFI 36-2601, Air Force Personnel Survey Program or AFI 36-2201, Developing, Managing, and Conducting Military Training or AFMAN 36-2234, Instructional System Development. When surveys are used, they will be forwarded to AFIT/XO for review. AFIT/XO will request survey control numbers and will assure compliance with AFI 36-2601, Air Force Personnel Survey Program and AU/XO guidance, when applicable.

3. Responsibilities.

3.1. AFIT/CE, AFIT/EN, AFIT/LA, and AFIT/LS will:

3.1.1. Establish, document, and maintain internal and external evaluation programs for each course of instruction, to include all resident, seminar, on-site, or any other method of delivery (where instruction exceeds six hours). The evaluation program should assess student achievement and the curriculum to include: attainment of educational goals/objectives; instructional techniques, methodology, and materials; course scheduling; and other areas necessary for course/program effectiveness. For graduate education, each program will be evaluated.

3.1.2. Establish internal evaluation procedures to ensure each student is allowed to complete an end-of-course/program critique. Critiques will survey the areas listed in paragraph 2.3.2. Each school is responsible for compiling, reviewing, summarizing and maintaining the results of the surveys for a period of at least one year.

3.1.3. Establish external evaluation procedures to conduct curriculum reviews and graduate field evaluation questionnaires (GFEQs) or survey of supervisors on a regular basis to comply with guidelines in AFMAN 36-2234, Instructional System Development and AFH 36-2235, Vol 10.

3.1.3.1. For PCE courses, graduates and supervisors of graduates will be surveyed approximately three to six months after course completion for at least one offering per course annually. Where courses are offered repeatedly during the year, survey more frequently where course content/curriculum changes so dictate.

3.1.3.2. For degree programs, graduates and the supervisors of the graduates will be surveyed between the first and second year after graduation.

3.1.3.3. Graduate program curriculum reviews will be accomplished, as a minimum, every three years. PCE curriculum reviews will be performed at least every three years unless otherwise warranted. Curriculum review teams will be composed of, but not limited to, personnel from using agencies, subject matter experts, related faculty and staff, and Air Staff or DoD sponsors. Curriculum review reports/meeting minutes will be forwarded to AFIT/XO. AFIT/XO will forward the reports/minutes to AU/XO. AFIT/XO will forward the curriculum review schedule to AU/XO annually by 15 Aug. Proposed itinerary will be forwarded to AFIT/XO so letters of invitation can be sent to AU/XO.

3.1.4. Provide AFIT/XO with copies of operating instructions, policies, and procedures in support of this instruction.

3.2. AFIT/CI will:

3.2.1. Survey a representative sample of CI graduates and supervisors of graduates from all CI programs including Education With Industry. This survey will be completed on a periodic basis, usually between the first and second year after a student has completed the program.

3.2.2. Annually give students, on a random sample basis if necessary, an opportunity to complete end of course critiques.

3.3. AFIT/XO will:

3.3.1. Provide guidance on evaluation policy, procedures, and techniques.

3.3.2. Provide Institute summary reports to higher headquarters as requested.

3.3.3. Establish and maintain liaison with evaluation agencies at AU and other headquarters.

4. Survey Control Numbers. All surveys will have survey control numbers (SCN). AFIT/XO will assign an SCN, with expiration date, to each internal end-of-course/program survey. AFIT/XO will forward GFEQs and survey of supervisors to AU for SCNs. SCNs are valid for one year. AFIT/XO will maintain files and ensure surveys are reviewed annually.

5. Educational Quality Indicators (EQI).

5.1. To standardize the evaluation program of AU schools and IAW with ISD and quality procedures, AU/XO directed the schools gather and provide input for the educational quality indicators showing customer satisfaction. The input from the quality indicators will be briefed to AU/CC and AETC/CC quarterly. These indicators are derived from questions which will be mandatory questions on the surveys. Additional questions may be added to the surveys to gather feedback relating to instruction, student services, equipment, facilities, etc. as the schools deem necessary.

5.2. Educational Quality Indicators developed by the schools and AFIT/XO and forwarded to AU/XO, in December 1995, are in Attachment 1. They are divided into PCE and graduate education questions. It should be noted that the seven AU mandatory EQI questions were replaced by these new EQI questions.

6. Format for Submitting Quarterly Data.

6.1. The format for end-of-course critiques, GFEQs and survey of supervisors will be standardized throughout the Institute. Templates can be used so the critiques/surveys are customized by the various PCE courses and graduate programs.

6.2. PCE graduate surveys are sent out three to six months after course completion and the graduate school evaluations are sent between one and two years after graduation.

6.3. The data from the schools will be sent in by course/program and must state the number of course offerings for each PCE course. AFIT/XO will compile summaries of PCE and graduate education data. When AFIT/XO submits all the data from the schools to AU/XO it will be in the narrative format as shown in Attachments 2 and 3. Thus, the final summary data from each school should be in the same format. To allow AFIT/XO time to prepare the summaries and slides, it will be necessary for the schools to adhere to suspense dates.

Data will be sent to AU/XO in Jan, Apr, Jul, and Oct. (By the 7th of the month). If any negative or unusual trends are noted on the quarterly data, AFIT/XO will be asked for clarification. Thus, the schools will maintain copies of their surveys for at least a one year period.

RONALD D. TOWNSEND, Colonel, USAF
Commandant
Air Force Institute of Technology

Attachments

1. AFIT Educational Quality Indicators
2. Sample Data - PCE
3. Sample Data - Grad Ed

Attachment 1**AFIT EDUCATIONAL QUALITY INDICATORS
PROFESSIONAL CONTINUING EDUCATION****End-of-Course Critique**

1. The information gained in this course will be of substantial value to me in my current job.

- | | |
|---------------------|------------------------|
| a. Strongly agree | d. Slightly disagree |
| b. Moderately agree | e. Moderately disagree |
| c. Slightly agree | f. Strongly disagree |

2. I would highly recommend to my colleagues that they take this course if they have not already done so.

- | | |
|---------------------|------------------------|
| a. Strongly agree | d. Slightly disagree |
| b. Moderately agree | e. Moderately disagree |
| c. Slightly agree | f. Strongly disagree |

The following question will be reported from the LS end-of-course critiques only.

3. The information gained in this course will be of substantial value to me in my future job.

- | | |
|---------------------|------------------------|
| a. Strongly agree | d. Slightly disagree |
| b. Moderately agree | e. Moderately disagree |
| c. Slightly agree | f. Strongly disagree |

Graduate Field Evaluation Questionnaire

1. The information gained in this course has been of substantial value to me in my current job.

- | | |
|---------------------|------------------------|
| a. Strongly agree | d. Slightly disagree |
| b. Moderately agree | e. Moderately disagree |
| c. Slightly agree | f. Strongly disagree |

2. I would highly recommend to my colleagues that they take this course if they have not already done so.

- | | |
|---------------------|------------------------|
| a. Strongly agree | d. Slightly disagree |
| b. Moderately agree | e. Moderately disagree |
| c. Slightly agree | f. Strongly disagree |

Survey of Supervisors

1. There was a noticeable improvement in the individual's performance as a result of having attended this course.

- | | |
|---------------------|------------------------|
| a. Strongly agree | d. Slightly disagree |
| b. Moderately agree | e. Moderately disagree |
| c. Slightly agree | f. Strongly disagree |

2. The benefits received by having the individual attend this course more than compensated for the time required to be away from the job.

- | | |
|---------------------|------------------------|
| a. Strongly agree | d. Slightly disagree |
| b. Moderately agree | e. Moderately disagree |
| c. Slightly agree | f. Strongly disagree |

GRADUATE EDUCATION**End-of-Course Critique**

1. How would you characterize your overall satisfaction with the quality of your AFIT graduate program?

- | | |
|---------------------------------------|----------------------------|
| a. Extremely satisfied | d. Moderately dissatisfied |
| b. Moderately satisfied | e. Extremely dissatisfied |
| c. Neither satisfied nor dissatisfied | |

2. Considering the long term value of your AFIT graduate program, how strongly would you recommend your program to other officers or civilians?

- I would wholeheartedly recommend this program to others
- I would strongly recommend this program to others
- I would recommend this program to others
- I would be somewhat hesitant to recommend this program to others
- I would not recommend this program to others

3. How would you characterize the value of your thesis/dissertation experience in preparing you to be an effective research/problem solver?

- | | |
|------------------------|------------------------|
| a. Highly valuable | d. Barely valuable |
| b. Moderately valuable | e. Not at all valuable |
| c. Somewhat valuable | |

Graduate Field Evaluation Questionnaire

1. How would you characterize the value of your thesis/dissertation experience in preparing you to be an effective researcher/problem solver?

- a. Highly valuable
- b. Moderately valuable
- c. Somewhat valuable
- d. Barely valuable
- e. Not at all valuable

2. How effective was your AFIT graduate program in preparing you to excel in your profession or discipline?

- a. Completely effective
- b. Very effective
- c. Moderately effective
- d. Slightly effective
- e. Not at all effective

3. As an AFIT graduate, how would you compare your technical/professional competence to others in your profession who have not attended AFIT in residence?

- a. Undoubtedly superior
- b. Conspicuously better
- c. Moderately better
- d. Comparable
- e. Moderately worse
- f. Conspicuously worse
- g. Undoubtedly inferior

Survey of Supervisors

1. As the immediate supervisor of _____, you have had the opportunity to observe his or her effectiveness first hand. From your perspective, how well was this officer or civilian prepared to meet the technical and professional challenges encountered after graduation from the Air Force Institute of Technology?

- a. Completely prepared
- b. Largely prepared
- c. Moderately prepared
- d. Slightly prepared
- e. Not at all prepared
- f. I am unable to answer this question

2. Considering all officers and civilians you have supervised, how would you characterize the technical/professional knowledge of the AFIT graduates when compared to graduates of alternative graduate universities?

- a. Undoubtedly superior
- b. Conspicuously better
- c. Moderately better
- d. Comparable
- e. Moderately worse
- f. Conspicuously worse
- g. Undoubtedly inferior

Attachment 2

**SAMPLE DATA - PCE
THE CIVIL ENGINEER AND SERVICES SCHOOL (CE) AND SCHOOL OF SYSTEMS
AND LOGISTICS (LS)
CE - 20 COURSE OFFERINGS (XX JAN - XX MAR)
LS - 25 COURSE OFFERINGS (XX JAN - XX MAR)**

1. The information gained in this course will be of substantial value to me in my current job.

Students:

Total number surveyed - 300
Total number responded - 295
Total number choosing strongly agree - 212
Total number choosing moderately agree - 25
Total number choosing slightly agree - 20
Total number choosing slightly disagree - 13
Total number choosing moderately disagree - 13
Total number choosing strongly disagree - 12

2. I would highly recommend to my colleagues that they take this course if they have not already done so.

Students:

Total number surveyed - 300
Total number responded - 295
Total number choosing strongly agree - 190
Total number choosing moderately agree - 49
Total number choosing slightly agree - 20
Total number choosing slightly disagree - 10
Total number choosing moderately disagree - 16
Total number choosing strongly disagree - 10

Attachment 3**SAMPLE DATA - GRADUATE EDUCATION
GRADUATE SCHOOL OF ENGINEERING CLASS 95D
GRADUATE SCHOOL OF LOGISTICS AND ACQUISITION MANAGEMENT
CLASS 95M**

1. How would you characterize your overall satisfaction with the quality of your AFIT graduate program?

Students:

- Total number surveyed - 100
- Total number responded - 97
- Total number choosing extremely satisfied - 70
- Total number choosing moderately satisfied - 11
- Total number choosing neither satisfied nor dissatisfied- 8
- Total number choosing moderately dissatisfied- 4
- Total number choosing extremely dissatisfied- 4

2. Considering the long term value of your AFIT graduate program, how strongly would you recommend your program to other officers or civilians?

Students:

- Total number surveyed - 100
- Total number responded - 97
- Total number choosing I would wholeheartedly recommend this program to others - 79
- Total number choosing I would strongly recommend this program to others - 10
- Total number choosing I would recommend this program to others - 4
- Total number choosing I would be somewhat hesitant to recommend this program to others - 3
- Total number choosing I would not recommend this program to others - 1

3. How would you characterize the value of your thesis/dissertation experience in preparing you to be an effective research/problem solver?

Students:

- Total number surveyed - 100
- Total number responded - 97
- Total number choosing highly valuable - 70
- Total number choosing moderately valuable - 8
- Total number choosing somewhat valuable - 10
- Total number choosing barely valuable - 8
- Total number choosing not at all valuable - 1