Evaluation of CIT New Employee Training

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Executive Summary

The purpose of the paper is to display the results of the evaluation for the new employee training for new student employees at the Center for Instructional Technology (CIT). The CIT training evaluation was a formative evaluation, which strived to find ways to help improve the new employee training. The training was evaluated by sending out surveys and analyzing the responses. Two surveys were created, one for the student employees with seven questions, and one for their supervisors with eight questions. The surveys were purposefully kept short to encourage its completion. Hard copies of the surveys were given out in person to try to get a higher rate of completion of the surveys. Based on the results of the survey the evaluator made several recommendation including incorporating eLearning, pre course learning, and blackboard into the new employee training.

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Brief Background of Program

Basic information of the program

The Center for Instructional Technology (CIT) located on the JMU campus helps faculty with technology for the purposes of instruction. Their mission is “to lead, support and advocate for the meaningful integration of appropriate technologies into the academic experience” (About CIT, 2012, para 1). The CIT has two locations on campus to make it more convenient to assist the faculty. One location is in the basement of Carrier Library on the west side of campus and the other location is on the fifth floor of the Rose Library on the East side of campus. The CIT provides a variety of services to assist the faculty that can be grouped into five categories including: informing, developing skills, providing resources, research and development, and system management and support (CIT Handout, Appendix A).

Type of Support	Service Provided by CIT
Informing	**Faculty Forums**- The CIT conducts faculty forums designed to create an open dialog between faculty on benefits of instructional technology and different approaches used to effectively teach students.
	Teaching and Learning with Technology Conference- The CIT coordinates and hosts an annual conference inviting JMU faculty and faculty from other institutions to discuss different technologies used to enhance student learning.
Developing Skills	**Workshops**- Hands-on workshops are designed to develop faculty’s hardware and software skills.
	House Calls and Consultation- A member of the CIT staff will meet individually with the faculty or staff member in their office, classroom, or in either of the CIT locations.
	Extended Learning- These are extended learning opportunities for instructional faculty designed to explain how to effectively integrate technology into courses.
Providing	**Walk-In Centers**- Located in both Rose and Carrier

Resources	Libraries, the walk in area allows faculty and staff to stop by and use the technology offered by the CIT or receive assistance from the CIT staff.
	Video Production- The CIT in Rose Library has a full-featured video and audio recording studio. Knowledgeable CIT staff are available to assistance the faculty and staff with video projects.
	Grants- The CIT offers Seed grants and Open Resource Grants to support faculty with technology used for instruction.
Research & Development	Research- The CIT continually strives to learn about new technology and conduct hands-on research on technologies that can benefit instruction.
	Development- The CIT developed the Madison Digital Image Database (MDID) and JMUtube to store image and video files for faculty and staff.
System Management & Support	Learning System Management- The CIT manages several online systems by maintaining and upgrading the software and hardware to keep the systems functional. Systems supported by the CIT included: Blackboard, Elluminate, MDID, JMUtube, and Online Video Collection.
	Learning System Support- The CIT provides support for Blackboard and Elluminate.
	Tech Classroom Management and Support- The CIT classroom support installs, manages, and supports the projectors and controlling devices in every classroom on campus.

Table 1. Services CIT Provides. Adapted from (CIT Handout, Appendix A)

The CIT has a highly qualified staff providing support to the entire faculty. The front line of the CIT is the student workers who sit at the front desk. The student employees are the first people the faculty and staff see or hear when walking or calling into the CIT. The job of the students is to: monitor the walk in, assist faculty and staff with software and hardware in walk-in area, log CIT customers into the CIT kiosk database, answer the telephone and route calls to the appropriate knowledgeable SME, keep walk-in area clean, and provide excellent customer service (CIT student employee posting, Joblink, Apendix D).

Prior to the student workers starting on their first day they attend training. This training takes place on the Saturday before classes start in August. During the training student workers are given a copy of the student handbook and the supervisors went through the handbooks and showed how to log hours, explained the project status sheet (PSS), showed how to log walk in's into the CIT Kiosk Database, and explained the video editing/ transcoding process. The attendees of this training are not only the new employees but the returning workers as well. This gives the new employees a chance to meet and greet all the supervisors and returning workers prior to their first day of work.

Purpose and/or rationale of the evaluation

Evaluations are the final phase in the training process (Werner & DeDimone, 2009). Evaluations show the effectiveness of the intervention, which is often an underemphasized activity (Werner & DeSeimone). This evaluation is a formative evaluation. A formative evaluation seeks to identify problems with the evaluation and opportunities to make the instruction better (Dick, Cary, & Cary, 2009). The purpose of a formative evaluation is to "help create and improve instructional processes and products" (Dick, Cary, & Cary, 2009, p. 7). The purpose of this evaluation is to make changes to update and improve the CIT new employee training. Currently both of the direct supervisors of the student workers have been there for less than a year and have been out of college for one or two years. In addition to the supervisors being new to the job, next year only one of the student employees will be returning. This means the new employee training will have to be well executed to quickly get the new employees performing essential job functions. Evaluating the training and improving it will help to endure a more effective training process helping the new employees to learn and retain more of the content.

Stakeholders of the program

"Stakeholders are individuals who have an interest in the evaluation and can use the evaluation results" (Russ-Eft & Preskill, 2009, p.148). Primary stakeholder are directly involved in the evaluation, secondary stakeholders are directly affected by any changes indicated by the evaluation, and tertiary stakeholders will benefit as the improved program expands thorough the organization (Russ-Eft & Preskill, 2009). The stakeholders of this program are the supervisors, returning CIT student employees, and the new CIT student employees, and the CIT staff. The supervisors are primary stakeholders. Whether or not the evaluation takes place is determined by the supervisors. They are in charge and have a vested interest in the success of the student employees. Whatever the students do not get done the supervisors have to go behind and do. If the students are efficient and competent they can help the supervisors on projects. Ultimately, how the students perform reflects upon the supervisors. The returning students have a vested interest in the success of the program so they are not burdened with a bulk of the workload.

The returning students go to the training so it will be more beneficial to them as well for the training to be updated, relevant, and beneficial. The new CIT student employees are secondary stakeholders, the new students will be the direct beneficiaries of an updated training program. It will help them to quickly get acclimated to the job. The rest of the CIT staff are tertiary stakeholders. They are not really involved with the training program but are slightly impacted by the job the student employees do. Since the students do sit at the front desk and direct the people either by phone or in person to the correct avenue, every person at the CIT is somewhat effected by what the student employees do. As the students get better at doing their job it will make the jobs for the other members of the CIT easier.

Audiences of the program evaluation

The audiences of the evaluation are individuals who will benefit from learning the results of the evaluation (Russ-Eft & Preskill, 2009). In this evaluation the two supervisors (one at Rose and one at Carrier) and their direct supervisor will benefit from this evaluation. The findings from this evaluation will help the supervisors to improve the training for the new employees. If the improved training helps the student learn more efficiently and effectively, that is less work the supervisors need to do. The supervisor's supervisor will also benefit from learning the results of this evaluation to oversee the changes made.

Evaluation Design

Instruments for data collection

To collect the data on the new employee training the evaluator chose to use a survey. The survey makes is easier for the evaluator and the participants taking the survey. It allows them not to have to take a lot of time out of their day or require them to travel or meet at a particular location at a particular time. The evaluator went to both of the CIT locations and distributed paper copies of the survey. Giving the student workers and supervisors the paper copy of the survey ensured that the survey would be completed.

Data collection methods and procedures

The evaluation was designed using Kirkpatrick's 4 level model of evaluation. When designing the evaluation the researcher made a table and inserted questions into the table so each level was targeted. The evaluator decided to only have seven questions on the student survey and eight question on the supervisor survey. Keeping the survey short will help to encourage participants to complete the survey. All of the questions were open ended short response to allow the participants taking write down what they thought without leading them in any direction and it allowed them to fully explain their answer. Having a short response also allowed the participants to freely answer even things that the researcher did not think of. Since the objective of this evaluation is to see and improve the quality of the new employee training the researcher wanted to know what the participants thought without restricting them.

There are two different evaluations for this evaluation project. The first evaluation is for the students and the other one is for the instructor. The reason is to get both perspectives on the particular issue. The evaluator tried to keep the two surveys parallel in attempt to get both perspectives on the same issue.

Evaluation questions

Supervisor Survey

Level	Question
Level 1- Reaction	What parts of the new employee orientation did you like? What parts of the new employee orientation did you dislike? How could this be improved?
Level 2-	What are the main points you want to see students learn from this

Learning	program? Do you think students learned these topics in the training? Why or Why not?
Level 3-Behavior	Were the students able to apply what they learned from orientation on the job? Were there any topics from the orientation that students had to be re-taught?
Level 4-Results	Are students able to fully do their job or are they still requiring assistance? What information not covered in the training have you routinely have to teach students?

Table 2. Supervisor Survey Question Matrix.

Student Employee Survey

Level	Question
Level 1-Reaction	What did you like best about the new employee training? What parts of the new employee orientation did you not like? What could this be improved?
Level 2-Learning	What did you learn at new employee orientation? Was there any information not covered in the training that you would like to have learned?
Level 3-Behavior	What information were you able to take from the new employee training and continue to use on in your job? Was there information from the new employee orientation that you needed re explained following orientation?
Level 4-Results	What job functions do you perform that you did not learn from the new employee training?

Table 3. Student Survey Question Matrix.

The first two questions are targeting Kirkpatrick's level one. This is trying to get the gain the perceptions from the participants. Since the evaluator was only asking two questions per level the two reaction level question are getting at positive experiences and negative experience from the training. For this level the student survey and the supervisor survey are almost identical. This is will show if the supervisors and students disliked the same things and why.

The second level is learning. For this level the researcher tried to find out what information the students learned from the training and what information they did not learn. The student survey asks what they learned and what they wish they learned. Since the survey was sent out a while after the students took the training and are now working in the job the researcher thought it would be pertinent information to see what the students thought would be beneficial to have learned in the training. The supervisor survey asked what they wanted the students to learn and whether or not the students learned what the supervisors wanted them to. These questions were aimed to see if the students actually learned. It is difficult to test this in the student survey but the supervisor should be able to answer the question more accurately. On the flip side sometimes the supervisor knows so much information they forget what it is like to no know, which is why the question about was there other information that you wish you learned was asked.

Kirkpatrick's third level is behavior. This level looks to see if the students can take what they learned in the training and transfer that knowledge to their job. The questions are pretty similar between the supervisor survey and the student survey. Both surveys get at if the students were able to apply what they learned to their job and if they had to re learn anything in order to apply it. This is important because just because something was learned does not mean the information can be transferred to the job. Sometime a person may think that they did a good job doing something when in actuality they did not. For this reason, the supervisors were asked a similar question to gain a different perspective on how the students were doing. Having the two surveys will hopefully show whether or not the students were actually able to transfer what they learned to their job.

Level four looks at whether or not the transferred learning is having the desired impact. This level is difficult to get at by conducting a survey. The supervisors will be able to answer this question a little bit better than the students. That is why the students only have one question for level four and the supervisors have two questions. The first question on the supervisor survey is trying to see if the transfer of learning an behavior change from level three are continuing to take place. This is important because if there is not a continued behavior change then the training did not have the desired results. The second question on the supervisors survey was asking if the supervisors are continually having to teach something that was not part of the training. While this seems like a learning or a behavior question the evaluator felt that it could also be useful in the results section. The main objective of this evaluation is to find out how the training can be improved and updated to be better. If there is something not in the training and the supervisor has to teach it over and over then that should be part of the training and the training is not achieving the desired results in that particular area.

The questions in this survey follow Kirkpatrick’s four level evaluation model. The questions seek to elicit responses and help the evaluator gain a better understanding of how the training can be improved. The evaluator created the two different surveys following this model hoping that it would help the validity of this evaluation.

Efforts to control for threats to validity

Validity is the degree to which the study measures what it was supposed to measure (Key, 1997). The evaluator tried to enhance validity in several ways. First, the evaluation survey was laid out using the Kirkpatrick's four level model of evaluation. Kirkpatrick's evaluation model is a well know, respected, and commonly uses evaluation model in the field. Second, the evaluator created two surveys. These two surveys are the evaluators attempt to surround the issue and gain multiple points of view. It is easy for someone to see themselves doing things one way, while others may see the same actions differently. The supervisor survey was designed to get a different perspective and to seek to answer questions that would be difficult for the students to accurately answer. With the surveys being designed using a tried and true evaluation model and surveys covering multiple viewpoints the evaluation should be valid and measure what it was designed to measure.

Purposive samples are one type of nonprobability sampling (Russ-Eft & Preskill, 2009). Because of the sampling approach this information is not generalizable to a larger audience (Russ-Eft & Preskill, 2009). Since the sample is not randomly selected there is a possibility for bias as well that may affect the validity of the evaluation (Russ-Eft & Preskill, 2009).

Variables or measures of success

The goal of this evaluation is not to measure success but to offer suggestions and ways to improve the training program. The survey seeks to find different areas that can be improved on and ways that will better help improve the training. There are no variables that will define ultimate success. Nothing is ever perfect and the training can always be improved to strive to be better.

Sampling procedures

The training was evaluated with a purposive sample. The purposive sample is a selection of specific individuals because of their knowledge position, experience or attitudes (Russ-Eft & Preskill, 2009). The student employees were selected and given the survey because of their position and the fact that they attended the training. The supervisors were also given the survey because of their position overseeing the student employees. Because of the supervisors experience they were in a unique positions to answer questions about what they have observed about the student employees.

Results

Supervisor Survey

Question	Response
1. What parts of the new employee orientation did you like?	-Meeting all the new employees. -I liked getting to know the students over lunch. I felt like it was a good way to better know my employees. I also liked the handout packets because they had a lot of useful information.
2.What parts of the new employee orientation did you dislike? How could this be improved?	-Nothing -I disliked the run-down of the rules and such because it was a bit boring, but I'm not sure how to improve it since it has to be done. -I would also like to improve how we teach transcoding jobs and video

	projects.
3.What are the main points you want to see students learn from this program?	-Procedures to follow while working a CIT -Get to know each other. -Get to know us as supervisors. -Their duties and responsibilities while working here and what is not acceptable.
4.Do you think students learned these topics in the training? Why or Why not?	-Yes, we went over them thoroughly. -Yes, I think they did. They were given handouts that illustrated this as well as telling them during the orientation.
5.Were the students able to apply what they learned from orientation on the job?	-I hope so, we also went over it again during their first week. -Yes, They answer phones, direct calls, greet customers etc.
6.Were there any topics from the orientation that students had to be re-taught?	-Yes, phone procedures, timesheets and walk-in. -The transcoding and video projects had to be covered more in-depth, because we didn't have enough time to cover it during orientation.
7.Are students able to fully do their job or are they still requiring assistance?	-Independently, some students may need a re-fresher every now and then. -The newer students occasionally still need help with directing phone calls and with video projects.
8.What information not covered in the training have you routinely have to teach students?	-JMUtube conversion and uploading as well as camera operations. -Probably video projects, but it's more of a gradual teaching more so than a re-teaching.
Please use the space below to expand on any of the previous questions regarding the new employee orientation. **Comments:**	-Overall, I think it went well, given most of the students were returning students. However, the structure will have to be re-worked for the next year when we're hiring lots of new students.

Table 4. Synthesized Responses to Supervisor Survey.

Students Survey

Question	Response
1. What did you like best about the new employee training?	-Meeting the new employees, getting paid, they fed me -Free food, pictures, nice peoples -I liked getting paid and getting to see some people I hadn't seen in a while. -Getting to know all the new employees. I worked with only on other student in the summer. -It was laid back. -Arriving at an understanding of what a CIT associate's job entails and learning some specifics of the job through the presentation. It was clear, which made me feel comfortable in new setting.
2.What parts of the new employee orientation did you not like? What could this be improved?	-Make old employees have either a shortened version or not have to go. -Two truths and a lie. -A lot of the rules/ expectations are pretty common sense, and the same at most other jobs. -I didn't like that I had to be "taught" what I already knew since it was my 4th year doing this. -I had already kind of done one of these earlier in the year. -Taking pictures. -Not taking pictures. -The orientation ran about 1 hour too long. I think too much time was spent playing icebreaker games-which I assume didn't help the students who already worked there. 15 minutes would have been better; so would more emphasis on introduction the 4 new workers.

3.What did you learn at new employee orientation?	-Checking out keys at Carrier. -Learned the rules, how not to get fired. -Nothing. -Everyone's name and refreshed on the pictures of the office. -Nothing. -The names of most of the associates & a few members of the entire CIT. The nature of the job. The duties of the students of our supervisors. The equipment CIT Rose has and the location of various tech rooms.
4.Was there any information not covered in the training that you would like to have learned?	-Go over possible professional development projects. -What everyone does- who specializes in what programs/software. -Also it would have helped to go over the software we (CIT) support, what it does. -No -No not really. -Nope. -No-The training was through. I enjoyed learning job duties and software bit-by-bit of my 1st week at CIT.
5.What information were you able to take from the new employee training and continue to use on in your job?	-How to give out keys at Carrier. -Nothing -Office policies, phone procedures, Kiosk, PSS -Phone Protocol. -Coworkers' names, some protocol such as checking in, managing the desk (backroom and phone line), and logging hours.
6.Was there information from the new employee orientation that you needed re explained following orientation?	-Nothing -Nope -No -I pretty much remembered everything. -Nope. -Yes- the tour of the office didn't sink in during orientation & I had to take another one. Most information I learned

	during the on-the-job training rather than at orientation.
7.What job functions do you perform that you did not learn from the new employee training?	-Photoshop, garage band, iMovie, etc. learn software on own time which is good. -Answering/ directing someone about obscure software questions. -I don't really remember what we did there since it was so long ago. -Animation and motion graphics. -Meeting with faculty. -JMUtube conversion. -Too many to list. -Customer service is far more specific/ varied than I learned at orientation, but that is to be expected.
Please use the space below to expand on any of the previous questions regarding the new employee orientation. **Comments:**	-It was nice. -It was not intimidating- a light atmosphere with food and jokes. -The orientation presentation was clear and my supervisors did a good job helping me learn work procedures/ software during the training.

Table 5. Synthesized Responses to Student Survey.

Description of sample

The individuals who represented the sample of the population and took this survey were all CIT workers who were at the new employee training. Of the eight people who were surveyed two of them were supervisors and the other six were student employees. The two supervisors are both younger and have not been out of college for very long. This job is neither one of their first jobs so they are not still grasping the work world. Both went to James Madison University (JMU) and majored in the School of Media Arts and Design (SMAD). So, they are well versed in technology and how to use the various technologies. Since they went to JMU they have an understanding of how JMU works and an idea of the different resources and departments available on campus.

This is important so the supervisors can better explain things to students rather than also trying to figure out the answer to questions. The CIT is similar activities to several other departments with only subtle nuances in difference needed to send the people to the different department.

The students who participated in the study range from a sophomore's at JMU to grad a students. Overwhelmingly the student staff is very experienced with the overwhelming majority graduating this may. Currently only one of the student workers is not going to graduate and will be returning next year. Meaning most of the student employees have worked at the CIT for several years and are very knowledgeable of how to do their jobs. This year four of the student employees are new. Of those four one of those is the only returning student employee for next year.

Results of data analysis

After the results of the surveys were collected and compiled, see figure # and figure#, there were some trends or items mentioned multiple times. Starting with the common themes supervisors survey:

Topic	Theme
Liked	Meeting and getting to know students
Main points want students to learn	Know policies and expectations
Did students actually learn	Yes
Some students still need help with…	Video projects, phone transferring,

Table 6. Trends in Supervisor Survey.

Having the training allows these workers and supervisors to meet each other prior to their first day at work. With the new students meeting the supervisors prior it helps them gain comfort and confidence with the supervisor. So hopefully the students will not be overwhelmed with new experiences on their first day on the job. A few of the students only work at one of the locations. The training allows these employees and supervisors to meet where they may not have had a chance to meet otherwise.

Knowing the workplace policies and expectations are very important to know when working at any job. Covering these things prior to the first day helps to start everything off on the right foot. One of the things covered in the policies and procedures were the dress code. If this was not covered some students might not know what appropriate dress is, especially if they do not have any prior work experience. The training also covered what students are expected to do every day. While the student handbook does cover this it may be beneficial to ask questions. Since it is also a lot of information to take in at one time reading it in the handbook then going over it helps to reduce cognitive overload.

Another question that several of the supervisors answered the same way was that they learned information from the training. This means that the practices and methods that used in the training were successful. Also, the policies and procedures that the supervisors wanted the student to learn were learned.

After the students have been on the job for a while and the supervisors took survey, the supervisors noted that several students need additional training in some areas. These areas included video projects and phone procedures. Both of these topics are briefly covered in the CIT

Student Handbook but are somewhat complex. There are so many extraneous variables in these two tasks very ambiguous and it is difficult to teach or explain it all at one time. There are so many different problems that the student can run into is difficult to explain all of the different scenarios.

Student surveys main theme

Topic	Theme
Liked	Meeting everyone
Disliked	Repetitive for returning employees
Information needing to be re explained	No

Table 7. Trends in Student Survey.

The first topic in the survey that many of the students agreed on was that they enjoyed meeting everyone at the new employee training. Several of the student commented that they enjoyed meeting the new employees as well as the supervisors. The students also mentioned that they enjoyed getting to see some of the people that they have not had a chance to see in a while.

While most of the students liked getting to see everyone several of the returning student employees felt that it was not beneficial for the returning employees to attend the entire training. Some of the returning student employees felt that they already knew most of the information. One of the returning employees suggested having a smaller section for the older employees so they could still meet everyone but would not have to sit through he entire training that the new employees have to.

Several of the student said that they did not have to be re taught anything after the training. The student felt that they were ready to go and did not need any additional assistance. Several of the employees who attended the training have been at the CIT for several years. These employees were probably the ones who also wrote that it was repetitive for them to attend the training. Where some of the newer employees probably did have to have several things re taught to them. Going back to the analysis of the population there are a lot more returning students this year than new students which will influence the trends from the survey.

Themes that showed up in both supervisor and student survey

Based on the survey results both the students and the instructors enjoyed getting to meet everyone. In this job it is common to only work with a few people during a shift. So the majority of the workers never get a chance to meet or see most of the other workers. Having the training allows these workers to meet each other prior to their first day at work. Then at least all the employees have met even if they never work a shift together. A few of the students only work at one of the locations. The training allows these employees and supervisors to meet where they may not have had a chance to meet otherwise.

JMUtube conversion

One trend that was not part of the students or supervisor was mentioned by a student and a supervisor was the JMUtube conversion. One of the student students said that they did not know how to put videos up onto JMU tube and they had to be taught this by one of the supervisors. One of the supervisors agreed with this statement saying that JMUtube conversions were something that they had to reteach to some of the employees.

Recommendations

Overall the CIT seems to have done a good job creating a new employee training program. For the most part employees learned information from the training and were able to apply it to their jobs. There just a few things that can be done better in attempt to improve the training to better prepare the new student employees for the job.

Job aids/ Checklists

The CIT already has some job aids for the slide scanner and large image scanner, but these copies only exist on the desk next to the device. The researcher thinks it would be beneficial if they created job aids for all of the tasks that are commonly completed by the student worker. Creating job aids will give the student something to reference to get the job done without the student having to commit the information to memory. This will greatly reduce the amount of information that the student employee needs to learn. This way the student can reference the job aids as they do the tasks and learn as they go. This way the tasks that are completed often the students can commit to memory and the tasks that are not done often the students can just reference the job aid and will not have to commit it to memory. In addition to the job aid being on the desk next to the piece of equipment it should also be given to the student. The first time the job aid is read should not be when the student is helping a faculty member.

In addition to job aids, a checklist may also be beneficial to new employees. The checklist is similar to the job aid and is just a reference list for the new employees. The CIT does ha Checklist could be used for opening and closing procedures. Before the employee can leave they must check that they have completed all of the tasks necessary. They can also be used for projects with multiple parts. At the end of the project the employee must check that all of the parts are complete. For example on a video transcription project the employee must check that they: Ripped the video, saved the sectioning the drive, put the data where the person can get to it, contacted the faculty, and all paperwork is completed. The checklist does not go into each individual part of how to do each task like the job aid does, but rather makes sure each task has been completed.

The use of job aids and checklists are supported by several learning theories. The two theories that will be discussed are Miller's Cognitive Information Processing Theory and Bandura's Self Efficacy Theory. First Miller's Cognitive information processing theory discusses that humans short term memory can only hold 7 +/- 2 bits of information unless the information is chunked (Driscoll, 2005). The use of job aids and checklists cater to this because the supervisors do not have to explain every minute detail in the training. The training just needs to give the students an overview to get the big picture then explain that the job aid is there so the student will use it when completing the task. Bandura's Self-Efficacy Theory states that if a person believes that they can do something then they will be more likely to be able to do it. The job aide and checklist serve as training wheels to help give the student workers the support and the student will likely feel more confident in their ability.

eLearning Modules

Some of the more complicated tasks may be difficult to understand purely from reading the job aid. The job aid is good for referencing on how to do a task when on the job but it may be helpful to have eLearning modules. The e-learning modules may difficult to use or reference when on the job but it may help to better explain the information when students are not on the job. The stent employees could watch the eLearning tutorials prior to going to the training. Then the supervisors could just hit the highlights to refresh the information at the new employee training. If the students did not understand some of the information they could go back and re watch the tutorial. Then once they have a general understanding of how the things work they use the job aids as a reference if they are still unclear on some of the specifics.

Using eLearning is supported by Mayer's Theory of Multimedia Learning. The Multimedia learning theory states that using dual modes, or presenting the information in more than one way such as visually and audio version helps the learner to understand more (Mayer, 1997). A book on eLearning concurs stating that words in the auditory channel and pictures in the visual channel work better than written words and pictures (Clark & Mayer, 2008).

Returning students come later

In the surveys several of the students commented that the training was not beneficial or redundant for the returning student employees. They have already gone through the training and worked in the job so they should know how to do everything. A suggestion in one of the surveys was to have the returning students come later in the training so they do not have to sit through all of the new information that they already know. Since the returning employees are still coming they will be able to meet the new employees without having to sit through and listen to a bunch of information that they already know.

Materials on Blackboard

"New technologies provide opportunities for creating learning environments that extend the possibilities of "old"- but still useful-technologies" (How People Learn, 2000, p.206). One way that could incorporate all of these suggestions is to create a place in the organizations section in Bb/ the CIT already has one that is used to log people into the CIT walk in kiosk. In that place the supervisors could place all of the e-learning, job aids, handbooks, and any other information that they wanted the students to learn. This would allow the students to review the information prior to coming to the training. The training could serve as a quick review to hit the high points and answer any questions. From there the rest of the training could cover the thing that are pertinent to both groups. Also doing it this way can allow the supervisors to cater toward the audience's needs during the training. This upcoming year there will only one returning student employee. So the supervisors can spend more time going over stuff at the orientation. The next year if there are only a few new employees the supervisors may not have to go over as much of the information. The employees will also be able to go back and reference the information after the training if there was something they did not learn. Student employees can also go onto the site to access job aids for information that is not used as often.

Pair new employees with veteran/ experience employees

When creating the schedule it would be beneficial if the supervisor had each new employee working with a returning employee. This would allow the new employee to learn from and model the behavior of the older veteran employees. The new employees could have a chance to observe and ask question and learn as they go. This relates to social learning because the new employees would be modeling the older employees.

What I learned and how I can Improve/ What I can do better next time.

Add more questions

I tried to keep the survey short so the people taking the survey would not feel burdened and would be more inclined to take the survey. I feel that it worked ok because I work at the CIT and know enough of the background information to understand what and why the different things were being said. If I was a consultant from outside the organization I would need to ask a lot more question to get a better grasp of what is actually going on and how things work at the particular organization.

Do Reaction and Learning evaluation right after the training

I think it would be beneficial to send out the survey in parts rather than at the same time. Since the survey was sent out a little bit late all of the levels were sent out in one survey all together. I think it would be more bifacial to send out the survey in parts. This would also allow for the inclusion of more question because each part of the survey would be sent out at different times, the participants would not have to take the survey all at one time. Levels one and two should be given to the participants at the conclusion of the training before they go home. This would help to gain more accurate perceptions of the students. The way it was done several people said that since the training was such a long time ago they forgot what they learned and what was covered. Two months after the training would be a good time to send out a second survey targeting Kirkpatrick's third level behavior. This would help to see if the participants were actually applying what they had learned. This survey could be sent out to the employees, supervisors, or both. About two months after sending out the survey on level three and about two months after the initial training a survey should be sent out to the supervisors trying to target level four or the results. This will give the employees adequate time to demonstrate if they are constantly applying what they learned or not.

Focus groups/ interviews

I think the survey was good way to gain information. Some of the responses on the survey I understood the rationale behind but only because I worked there. Other responses left me intrigued and I wish the participant taking the survey could have expanded more upon those answers. Conducting a focus groups or interviews can help the researcher gain in-depth explanations for the main themes from the survey. These themes could be the topical questions to begin the focus group or interview and the researcher could expand on questions from there.

Open ended questions vs. forced response

Open ended has a larger scope of possible responses but they people can still write everything or nothing. I tried to keep open response question as not to lead any of the participants in any particular direction. I feel that a couple people took the easy way out and said 'nothing' because they did not feel like answering the question. I wondered if having multiple responses that the participant could check would encourage them to provide a more thoughtful answer or if they would just check an answer to complete it.

Sending the Survey to Supervisors as well as the Students

I think it was good to survey the students and the supervisors which helped to get all around the problem. The student survey showed some two perspectives for the same issue. The evaluator tried to keep the surveys parallel so the students would answer the question from one point of view and the supervisors would answer the question from the other. The point of this was to have the supervisors and the students confirm what each other were saying. If both parties answered the question with similar answers then the question has targeted what is going on. If the students and supervisors answer the questions differently it shows a discrepancy. If the other students answered the question in a similar way, it shows that the supervisors are not in touch with what is going on.

Additional surveys or interviews

I only interviewed the employees and their direct supervisors. If I was doing an evaluation for a company as part of my job, it may also be beneficial to survey some of the other CIT staff or faculty who frequently use the CIT, to gain an outsiders perspective on their interactions with the student employees. I think I would Interview or survey some of the faculty who have come into the CIT. The student employees are often the first person the faculty see or talk to when walking into or calling the CIT. Interviewing the faculty will help show Kirkpatrick's level 4 or results. If the faculty perceive that the students do a good job answering questions or assisting them then the student have learned and transferred the knowledge that they were supposed to. If the faculty notes specific areas or gaps where the students were not successful this may be areas that can be included in the training.

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