



DEPARTMENT OF THE NAVY
COMMANDER
NAVAL EDUCATION AND TRAINING COMMAND
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LETTER OF PROMULGATION FOR NAVEDTRA 142

1. The Naval Education and Training (NAVEDTRA) M-142 series of manuals has been extensively revised. This revision merges the Ready Relevant Learning process, the Naval Education and Training Command (NETC) End-to-End process, and the OPNAV acquisition process into one Navy Training Process (NTP). The NTP is more agile, relies on type commanders to push training requirements to NETC, and eliminates a multitude of outdated and often conflicting policy and guidance.
2. The NAVEDTRA 142 series of manuals define the NTP and provide fundamental direction for the development of curricula, the delivery of instruction, and the management and evaluation of training programs, within NETC.
3. This publication is a major change and should be read in its entirety.
4. This publication is available electronically at:
<https://netc.navy.mil/Resources/NETC-Directives/>.
5. NETC N71 solicits any comments and recommendations to improve the NAVEDTRA 142 series of manuals through the following link: https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/Lists/ChngRstForm/AllItems.aspx or comments may be submitted to netc-n7@us.navy.mil.
6. Reviewed and approved.

A handwritten signature in black ink, appearing to be "J. J. CZEREWKO", written over a large, scribbled-out area.

J. J. CZEREWKO

Navy Training Process

Phase V: Assessment and Sustainment



SECURITY CLASSIFICATION: UNCLASSIFIED

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Record of Changes

Number and Description of Change:	Entered By:	Date:

Foreword

Naval Education and Training Series Manuals:

The Naval Education and Training (NAVEDTRA) M-142 series of manuals provide policy and guidance within the Naval Education and Training Command (NETC) for the development of curricula, delivery of instruction, and management and evaluation of training programs. This manual supersedes the following documents:

- NAVEDTRA 133A, Training Requirements Review Management Manual
- NAVEDTRA 135D, Navy School Management Manual
- NETCINST 1540.2C, NETC Training Effectiveness Program

Scope:

The NAVEDTRA M-142.5 details the procedures for Phase V of the Navy Training Process (NTP), focusing on assessment and sustainment. It identifies the necessary steps for collecting feedback and assessment data to support the development of quality training evaluations and the effective management of ongoing training.

Requirement sponsors are the key to identifying work performed in the Fleet that result in training requirements. NETC must first define the work to build effective training solutions to meet the requirements that provide the necessary knowledge and skills.

Communication and collaboration between requirement sponsors, resource sponsors, type commanders (TYCOM), systems commands, and Office of the Chief of Naval Operations (OPNAV) are vital to ensure validated Fleet requirements are properly aligned and efforts are focused on developing proper training interventions.

The guidelines set forth in this series of manuals are not intended to conflict with any higher-level authority policies or procedures. In instances where there appears to be a conflict or disagreement, please notify NETC N71. NETC N71 solicits any comments and recommendations to improve the NAVEDTRA M-142 series of manuals through the following link: https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/Lists/ChngRqstForm/AllItems.aspx or comments may be submitted to netc-n7@us.navy.mil. This manual is intended for use by military, civil service, and contractor personnel engaged in the development and modification of Navy training materials.

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NOTE: All links in this manual must be copied and pasted into a browser to access the document being referenced.

Contractual Use of this Manual:

Throughout the NAVEDTRA M-142 series, examples are provided to illustrate and clarify points being discussed. It is important to note in the case of an item identified as an “example,” this item is not intended to be copied exactly in all situations, but rather provided to help clarify the information being discussed. The content for items shown as examples are representative and may be tailored by the user for specific situations.

Table 1: Guidance Terms

Term	Meaning
Must	This action, behavior, or construct is required by the guidelines.
Will	This denotes a required action in the future.
May	This action, behavior, or construct is permitted; however, it is discretionary, not required.
Can	This refers to the inherent behavior of software and/or computer languages. Do not use to mean that an action, behavior, or construct is permissible or allowed by the guidelines.
Must not	This action, behavior, or construct is prohibited by the guidelines.

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NTP Appendices are available for download:

https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1425/Forms/AllItems.aspx

Phase V Appendices

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Acronym List

Acronym	Description
AAE	Assessment, Analysis, and Evaluation
ACE	American Council on Education
ARB	Academic Review Board
CANTRAC	Catalog of Navy Training Courses
CAT	Course Audit Trail
CCA	Curriculum Control Authority
CCMM	Course Curriculum Model Manager
CDP	Course Data Processing
CeTARS	Corporate enterprise Training Activity Resource System
CIN	Course Identification Number
CMI	Classified Military Information
CMS	Course Master Schedule
CO	Commanding Officer
COI	Curriculum Outline of Instruction
CS	Course Supervisor
CUI	Controlled Unclassified Information
DDL	Delegation of Disclosure Authority Letter
DoD	Department of Defense
DON	Department of the Navy
EAP	Emergency Action Plan
EO	Enabling Objective
ERL	Equipment Requirement List
ESL	Equipment Shortage List
FCR	Formal Course Review
FDO	Foreign Disclosure Officer
FLSO	Field Learning Standards Officer
FMS	Foreign Military Students
FTS	Field Training Specialist
IG	Instructor Guide
IMI	Interactive Multimedia Instruction
IST	In-Service Training
IT	Information Technology
ITRO	Inter-Service Training Review Organization
LAS	Learning Assessment System

LC	Learning Center
LO	Learning Objective
LP	Lesson Plan
LS	Learning Site
LSO	Learning Standards Officer
MASL	Military Articles and Service List
MOU	Memorandum of Understanding
MTS	Master Training Specialist
NAAES	Navy Assessment Analysis Evaluation Strategy
NAVEDTRA	Naval Education and Training
NETC	Naval Education and Training Command
NETSAFA	Naval Education and Training Security Assistance Field Activity
NTP	Navy Training Process
NTSP	Navy Training Systems Plan
OIC	Officer in Charge
OPNAV	Office of the Chief of Naval Operations
PADDIE+M	Plan, Analyze, Design, Develop, Implement, Evaluate, and Maintain
POA&M	Plan of Action and Milestones
P2P	Performance to Plan
RCA	Root Cause Analysis
RIA	Related Instructor Activity
SG	Student Guide
SYSCOM	Systems Command
TA	Task Analysis
TCCD	Training Course Control Document
TG	Trainee Guide
TITA	Training Installation Transfer Agreement
TO	Terminal Objective
TPP	Training Project Plan
TQI	Total Quality Indicator
TSA	Training Support Agency
TTE	Technical Training Equipment
TTL	Training Task List
TYCOM	Type Commander
UIC	Unit Identification Code

CHAPTER 1 PHASE V: ASSESSMENT AND SUSTAINMENT

1.0. Introduction

The NTP adopts the Plan, Analyze, Design, Develop, Implement, Evaluate, and Maintain (PADDIE+M) Model, illustrated in Figure 1-1. Within this framework, the ‘E’ and ‘M’ signifies Evaluate and Maintain of the model or Assessment and Sustainment Phase. Course materials undergo evaluation and routine monitoring using standard surveillance and assessment methods as part of the process.

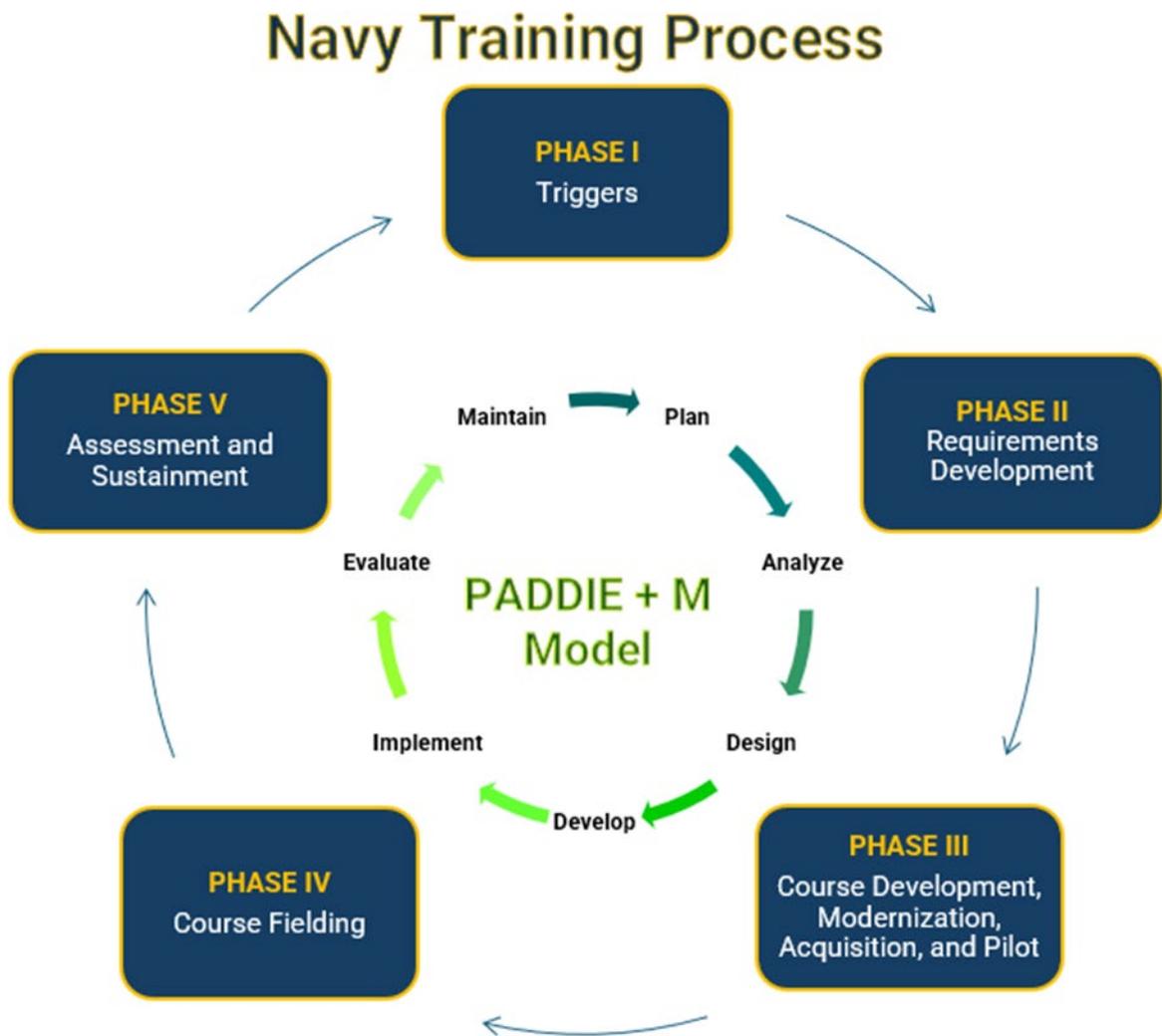


Figure 1-1: Navy Training Process Using the “PADDIE+M” Model

CHAPTER 2

ASSESSMENT, ANALYSIS, AND EVALUATION

2.0. Introduction

Assessment, analysis, and evaluation (AAE) results in feedback to identify deficiencies that may or may not be related to training. In the NTP Phase V Assessment and Sustainment the Evaluate and Maintain conducts continuous evaluation, monitoring and controlling of courses and Fleet issues throughout the life cycle. Issues identified during Phase V Steps 11 and 12 become triggers that feed the NTP Phase I. The OPNAV has developed the Navy's Assessment Analysis Evaluation Strategy (NAAES) for both training and operational needs, that is based on two business rules.

2.1. Assessment, Analysis, and Evaluation Business Rules

2.1.1. Business Rule 1. NETC will conduct student reaction and student learning training effectiveness evaluations and assessments for Navy training greater than five days in length.

2.1.2. Business Rule 2. Fleet-wide operational performance data and triggers, in response Fleet/TYCOM will initiate Performance to Plan (P2P)/Root Cause Analysis (RCA).

NOTE: NETC participates, as appropriate, with Fleet/TYCOM when P2P/RCA are conducted. If the problem can be solved by Fleet/TYCOM, NETC has no action. If the problem has an identified NETC training driver, then NETC begins the NTP Step 1A to conduct further analysis of the validated training root cause. See NAAES document, AAE Standard Operating Procedure and AAE process maps for further detail on Business Rule 2.

2.2. Student Reaction

This is learner-focused and measures students' initial reaction to the training, providing insights into the material, quality, instructor, and overall experience. Feedback is generally obtained via an end-of-module or end-of-course survey and focuses on answering questions such as:

- a. Were the students satisfied with the training?
- b. Were the students actively engaged, and did they contribute to the training?
- c. Will the students have the opportunity to apply what was learned on the job?
- d. How well did the instructor(s) perform their duties (primary and secondary, if applicable)?

The primary oversight responsibility for the development, implementation, and delivery of student reaction surveys belongs to NETC. While evaluating students' reactions may not determine the effectiveness of training, capturing trends of students' viewpoints on the training may identify gaps in learning needs, highlight the training's strengths and weaknesses, and determine barriers to learning.

NETC N7 provides a standardized Student Reaction Survey ([Appendix B](#)) to be used by all training activities provided within this policy and must not be modified. Learning centers (LC) and/or learning sites (LS) may add questions to the end of the standardized survey to address specific needs (e.g., quality of life, command climate, etc.).

NOTE: Naval Service Training Command and Naval Leadership and Ethics Center are authorized to tailor survey questions that reflect their unique training delivery methods.

Student reaction surveys must be explained to students during course indoctrination and again prior to starting the survey. Student reaction surveys are confidential, and all comments are optional; however, students will be encouraged to complete the survey with constructive feedback. Students are also encouraged to place their name on completed surveys to facilitate follow-on inquiries supporting LC/LS quality management activities. All students dropped from training must be provided the opportunity to complete the survey.

The LS will ensure student reaction surveys are completed at the end of a course if it is one week (five working days) or longer in duration. At the commanding officer's (CO)/officer's in charge (OIC) discretion, courses less than one week in duration may be surveyed. LCs and LSs responsible for Inter-Service Training Review Organization (ITRO) courses will coordinate with the host service to conduct student reaction surveys which may require the use of different tools and formats.

All training activities conducting student reaction surveys, must use the designated learning assessment system (LAS) if available in the learning environment, defined in paragraph 2.4 of this manual, to develop and administer the NETC standardized student reaction survey. Upon completion of administering student reaction surveys, LCs/LSs will monitor and analyze survey data for items or trends that may trigger additional reviews to determine if changes to training content or delivery methods are needed.

In effort to assist the TYCOM with overall training effectiveness analysis and scoring, LCs will ensure student reaction survey data is available upon request.

2.3. Student Learning

This is also learner-focused and measures the extent to which the students improved their knowledge and/or increased their skills by attending the course and maps their performance to the course learning objectives (LO). Knowledge and performance assessments are examples of measurement at this level.

- a. Knowledge refers to the information and understanding that students possess.
- b. Skill is the degree to which students know how to do something or perform a certain task.
- c. Attitude is students' belief that what they learned will be worthwhile on the job.
- d. Confidence is the students' belief that they will be able to do what they learned on the job.
- e. Commitment reflects the extent to which students plan to apply the knowledge and skills gained during training to their work.

The primary oversight responsibility for the development, implementation, and delivery of student learning assessments belongs to NETC. As part of assessing training effectiveness, it is essential to assess the extent of knowledge and/or skill the student has gained to ensure they can successfully complete assessments, simulations, or practical applications. The preferred method to accurately measure the transfer of knowledge is through the use of formalized pre- and post-test examinations, requiring the student to demonstrate proficiency and understanding of topics and objectives taught throughout the training event. The development of examinations and grading criteria for use in NETC training is described in NAVEDTRA M-142.4 Volume II.

While the overall course grade indicates whether a student has met the criteria for graduation, mapping those scores to the LO provides a deeper understanding of training effectiveness and enhances our analysis. To assist the TYCOM with overall training effectiveness analysis and scoring, LCs will ensure assessment data (knowledge and/or performance test scores) is available upon request.

2.4. Development and Delivery System

The LAS is used to design and deliver learning assessments and surveys. All NETC training activities will use the NETC designated LAS to develop and administer the NETC standardized student reaction surveys and student learning assessments. QuestionMark onPremise serves as the LAS, with the Corporate enterprise Training

Activity Resource System (CeTARS) being an authorized alternative. If electronic classrooms are not available, and/or the classification of the assessment content is not authorized to be hosted on the LAS, the use of paper-based assessments and/or surveys as an alternate method of delivery is authorized.

NETC N6 will deploy, maintain, upgrade, and provide application support and training for the current LAS used to deliver assessments and surveys.

CHAPTER 3

COURSE SURVEILLANCE

3.0. Introduction

Course surveillance plays a crucial role in effective curriculum management. It involves using a range of programs and evaluations to provide a clear and accurate assessment of a course's content and performance. By continuously monitoring the effectiveness of a course, potential issues can be identified early, allowing for prompt action to address areas that fall outside acceptable standards. Course surveillance typically includes scheduled events like formal course reviews (FCR) or triggered events, such as those prompted by negative trends indicated by a total quality indicator (TQI).

3.1. Formal Course Review

An FCR is a systematic process designed to measure the effectiveness of the command's training program. An FCR checks the various elements contained in a course and serves as an excellent source of internal feedback. The Course Curriculum Model Manager (CCMM) will retain the completed FCR in the course's Master Training Plan/Course Audit Trail (CAT) for two review cycles.

- a. An FCR is used to:
 - (1) Evaluate the course materials for technical accuracy and usability.
 - (2) Evaluate course conformance to existing standards and instructions.
 - (3) Assist in the overall management of the course.
 - (4) Assist in identifying areas for course improvements.
- b. FCR Scheduling and Levels. An FCR is conducted on individual courses on a cyclical schedule not to exceed 36 months. When planning FCRs, consider factors such as the recency of course development or revision, planned curriculum changes, and staff workload. TYCOMs may direct an FCR for training validation following initial course convene. There are two levels of FCR, each with specific requirements. The following specifies the FCR levels and their corresponding requirements:
 - (1) FCR Level I. Level I is directed by TYCOM and focuses on validating new or modernized courses 6-12 months after completion of first convene. The following items from the FCR Checklist ([Appendix C](#)) must be completed and forward to TYCOM:

- Part 1 – Course NTP Documents, Section 4 (Training Installation Transfer Agreement (TITA))
 - Part 5 – Instructional Staff, Section 2 (Personnel)
 - Part 7 – Training Resources, Section 1 and 2 (Equipment, Facilities, and Information Technology (IT))
- (2) FCR Level II. Level II is the most comprehensive of the levels. All sections of the FCR checklist must be completed. In no case will the FCR cycle exceed 36 months, or 12 months for high-risk training.
- c. For courses located at more than one site, the LC learning standards officer (LSO) will:
- (1) Advise LSs of the FCR input due dates.
 - (2) Assist LSs in conducting the site FCR, as required.
 - (3) Ensure all LS FCRs are completed and compile the summary report for the course.
 - (4) Forward the summary report to the participating LSs and facilitate the plan of action and milestones (POA&M) development to correct discrepancies.
 - (5) Submit the FCR and POA&M of FCR findings to the Curriculum Control Authority (CCA).

3.2. Formal Course Review Checklist

The FCR Checklist includes several items to guide the review process: course NTP documents, course control documents, testing programs, instructional staff and their records, instructional materials, training resources, student programs, ITRO and co-located programs, and evaluation programs. A standard sample checklist, found in [Appendix C](#), outlines the minimum required items for review.

3.2.1. Part 1 – Course Navy Training Process Documents

Tasking for course development and/or revision, general information about the course, etc.

- a. Part 1 is divided into the following sections:
- (1) Task Analysis (TA)
 - (2) Training Project Plan (TPP)
 - (3) TITA

- (4) Navy Training Systems Plan
- b. The CCMM will maintain a copy of the analysis documents and approval letters in the CAT or appropriate management computer system (Flank Speed SharePoint, etc.). If the information contained in the analysis documents is not current or not accurate, the findings must be summarized in the summary sheets, along with recommendations forwarded to the CCA or CCMM for action. Possible recommended actions include requests for a TA.
- c. The appropriate higher authority will approve the design document. As with the planning and analysis documents, the type of design documents, approval authority, and document format will vary among developmental standards.

3.2.2. Part 2 – Course Control Documents

Each course control document is a product of the curriculum development process and must be approved by the appropriate authority. Curriculum development experts must know all curriculum development standards their LC uses. Course control documents will not be changed solely to meet the guidelines contained in the NAVEDTRA development documents.

- a. Copies of the course control documents, and approval letters will be maintained in the CAT.
- b. Part 2 is divided into the following general sections:
 - (1) Training Task List (TTL)
 - (2) Training Course Control Document (TCCD)

3.2.3. Part 3 – Corporate enterprise Training Activity Resource System

It is the responsibility of the CCMM to ensure that data elements in CeTARS are current and accurate. A TCCD contains essential data elements about the course, including ratios, periods, course length, and prerequisites. CeTARS data will be validated to reflect the data elements in a TCCD.

3.2.4. Part 4 – Testing Program

The purpose of a Navy school testing program is to assess the student's ability to perform and/or comprehend the objectives of a course. As outlined in the NAVEDTRA M-142.4 Volume II, a testing plan, test administrator's guides, and a remediation program are required for each course of instruction. Part 4 is divided into the following general sections:

- a. Testing Plan

- b. Test Design and Development
- c. Knowledge Test Item Bank
- d. Performance Testing
- e. Test Administration and Security
- f. Test Analysis

Further requirements for each section can be found in NAVEDTRA M-142.4 Volume II.

3.2.5. Part 5 – Instructional Staff

The instructional staff includes course supervisors (CS), instructors, and instructor evaluators. Each category of personnel will receive formal training as appropriate and complete the In-Service Training (IST) (refer to NAVEDTRA M-142.6) requirements designated by the command. Instructional staff is divided into the following sections:

- a. CSs
- b. Lead Instructor and Instructors
- c. Instructor Evaluators

NOTE: Refer to NAVEDTRA M-142.4 Volume I for roles and responsibilities of instructional staff.

3.2.6. Part 6 – Instructional Materials

All instructional materials used during the course must be reviewed to ensure they were developed and maintained using NAVEDTRA M-142.3 development standards. CSs or subject matter experts are responsible for ensuring the technical accuracy of all training materials used in the course. Instructional materials are divided into the following sections:

- a. Instructor Guide (IG)/Lesson Plan (LP). This includes facilitator guides and exercise control guides.
- b. Student Guide (SG)/Trainee Guide (TG). Student materials include outline sheets, information sheets, handouts, job sheets, assignment sheets, diagram sheets, and problem sheets.
- c. Interactive Multimedia Instructions (IMI). IMI includes visual and audio information, such as: interactive courseware, electronic publications, electronic testing, simulation (virtual simulation), graphics, animations, videos, slide deck, electronic media, non-electronic media, etc., review the curriculum to ensure the effective and appropriate use of IMI.

- d. **Copyright Material.** Copyright is a form of intellectual property law that safeguards original works of authorship, including literary, dramatic, musical, and artistic creations—such as poetry, novels, films, songs, software, and architecture. While copyright protects the expression of ideas, it does not cover facts, concepts, systems, or methods of operation. This is outlined in the Copyright Act of 1976 (17 U.S.C. § 101-1401). Copyright protection arises automatically once a work of authorship is fixed in a tangible medium of expression, now known, or later developed (e.g., written, filmed and/or recorded). The absence of a copyright notice does not mean that there is no copyright. Review the NETC Guide to Copyright and Related Intellectual Property Law (https://flankspeed.sharepoint-mil.us/:b:/r/sites/MYNAVYHR_NETC/N7/N71Prod/2020%20NETC%20Copyright%20Guide.pdf?csf=1&web=1&e=DITzv4).
 - e. Reference materials, technical manuals, tactical publications, and instructions. Technical manuals, publications, and instructions listed in the resource requirements list must be reviewed for currency. Ensure that curriculum materials are updated to reflect the latest information.
 - f. Security. Review the classification of the material and security procedures.

3.2.7. Part 7 - Training Resources

Training resources include laboratory and classroom spaces, training devices, test equipment, tools, etc. Facilities, training devices, and equipment must be reviewed for adequacy and safety. The training resources consist of the following sections:

- a. Facilities
- b. Equipment

3.2.8. Part 8 - Student Programs

The evaluation of all student programs is a critical part of an FCR. Student records, counseling, remediation programs, and Academic Review Board (ARB) records must be reviewed.

- a. Student programs consist of the following sections:
 - (1) Student Records. Ensure records are maintained for seven years and academic progress is tracked per LC policy.
 - (2) Counseling Program. Reviewing the student counseling program may require looking at the student records and/or interviewing students.

- (3) Student Recognition Program. The LC will establish a student recognition program for the entire domain. The LS may also establish programs in addition to those established by the LC.
- (4) Remediation Programs. The remediation program is designed to aid students who are not accomplishing the objectives in the allotted time.
- (5) ARBs. ARBs are used to assist in the identification of academic problems and to make recommendations concerning the disposition of the student.
- (6) Accelerated Training Program. Accelerated training allows students with previous education or job experience to accelerate through a course. Accelerated training must be instituted, and screening methods established to identify students for acceleration.

3.2.9. Part 9 – Inter-Service Training Review Organization

Inter-service training occurs when one or more military services train together formally on individual skills in an institutional setting.

It is essential to verify all ITRO documentation. This includes verifying the following details:

- a. The location of the course.
- b. The sponsor.
- c. The date of the memorandum of understanding (MOU).
- d. Whether the MOU is on file.
- e. The date of the last functional review board.

NOTE: For ITRO guidance, refer to OPNAVINST 1500.27G and NAVEDTRA M-142.4 Volume I.

3.2.10. Part 10 – Foreign Military Students

Ensure that disclosure authorizations and disclosure processes are followed prior to instructing international military students in Department of the Navy (DON) training systems. This must be completed to prevent unauthorized disclosure of critical and sensitive military data. Foreign military students includes the following:

- a. International Students. Review past, present, and upcoming course attendance to determine if international military students have previously, or

- are scheduled to, attend a DON course. Students representing a foreign country, including military personnel, contractors or government representatives may take part in DON training if approved.
- b. Military Articles and Service List (MASL). A document maintained by the Department of Defense (DoD) that contains a catalog of military equipment, supplies, services, and related technologies. It is used primarily for the purpose of determining which items or services are subject to export controls under U.S. law. Verify that the associated course MASL is accurate, and the course details are current. If you have questions and/or modifications are required, contact PNSC_NETSAFA_WebMASL@us.navy.mil. PNSC_NETSAFA_WebMASL@us.navy.mil.
 - c. Delegation of Disclosure Authority Letter (DDL). A DDL is required for any course that contains controlled unclassified information (CUI) or classified military information (CMI) prior to attendance by international military students. The DDL delegates authority to the CO and the designated contact officer to disclose approved training-related information to approved international military students and must be retained. Contact the Naval Education and Training Security Assistance Field Activity (NETSAFA) Foreign Disclosure Officer (FDO) at NETSAFA_PNSC_Disclosures@navy.mil for any DDL related questions.
 - d. Course Revision and/or Classification Change. If changes are made to the course content attended by international military student(s), only the changed content/material requires a disclosure review, and the previously issued DDL will be amended if necessary. If the overall security classification of the course changes, the justification for change (e.g., course material, technical manuals, training system) must be reviewed and the DDL amended to reflect the security classification.
 - e. Disclosure Review. A disclosure review of course material by the cognizant FDO must be completed for any course that contains CUI or CMI prior to attendance of training (formal or informal) by international military students. Upon review completion and with approval, a DDL will be issued. For coordination of training disclosure reviews, contact the NETSAFA FDO at NETSAFA_PNSC_Disclosures@navy.mil.

3.2.11. Part 11 – Evaluation Programs

Gathering external and internal feedback, especially from students, is crucial to ensure courses meet the Fleet's needs and improve materials and presentations. Evaluation programs are structured to collect this feedback efficiently.

- a. Internal Evaluation. Review past FCRs to verify that all discrepancies have been resolved or that action has been taken. The types of reviews on file may vary between courses. At a minimum, all courses will have a safety review and FCRs from the previous two cycles.
- b. Risk Assessment. All course risk assessments must be reviewed and approved during a course revision and if additional risk is added to the training. For all high-risk and moderate-risk courses, refer to OPNAVINST 1500.75D and NETCINST 1500.13F for detailed guidance. A fillable risk assessment form is available on Enterprise Safety Applications Management System.
- c. American Council on Education (ACE) Evaluation. All courses with 40 instructional hours or longer of unclassified material, as listed in CeTARS, are eligible for evaluation by ACE. Assessment materials, such as exams, quizzes, go/no-go checklists, evaluation rubrics, case studies, and writing assignments, will be reviewed. The course must have been taught for at least one year before being eligible for review. The authorization to teach, at a minimum, will indicate the month/year of promulgation and will be evaluated by ACE for potential college credit recommendations, with reevaluations occurring each time the course is revised. Ensure that the recommended credit listed in the ACE Military Guide Online is current and accurate. For additional policies and guidelines, refer to the Evaluation of Navy Training and Occupational Experience for Civilian Academic Credit (NETCINST 1560.1C) and visit the ACE website at <https://militaryguide.acenet.edu/>.
- d. External Feedback. External course surveys may indicate problems with course content (obsolete objectives) or structure in terms of graduates not being able to perform tasks on the job. Verify that Fleet feedback has been either implemented or is scheduled for implementation in the training.

3.2.12. Part 12 – Summary

The findings identified in each part will be summarized in this section. Entries must include the following:

- a. Summary of Findings

- b. Deficiencies, Notes, and Assigned Actions
- c. Corrective Actions

3.3. Training Management Review

LSO, training director, and CSs are responsible for tracking and evaluating the causes for drops from training and attrition from the Navy. If through the monitoring process, the CS determines that drops from training, attrition, or other training issues are a problem, a Training Management Review will be conducted by designated LC/LS personnel and reported to the LC LSO/training director. For an example of a Training Management Review, refer to [Appendix D](#). Below are key elements of a Training Management Review:

3.3.1. Prerequisites

Prerequisites are any requirements the student must have completed prior to attending training. While many of the items listed below may have little or no impact on academic drop rate, they may impact non-academic drops and attrition.

- a. Physical (e.g., Physical Fitness Test)
- b. Prior Training/Education
- c. Security Clearance
- d. Mental (Armed Services Vocational Aptitude Battery, Armed Forces Qualification Test, reading level, etc.)
- e. Screening
- f. Medical

3.3.2. Curriculum

Review of curriculum includes all training materials, FCR, and specific points in the curriculum that may cause the student difficulty.

- a. Status of the Curriculum
- b. SG
- c. FCR
- d. IMI
- e. Technical Documentation
- f. Technology Application

3.3.3. Testing

The area of testing must be reviewed to ensure that the tests measure student performance against the objectives.

- a. Testing Program
- b. Testing in High Failure Areas

3.3.4. Academic Setbacks Review

Review the academic setback records for a designated period.

3.3.5. Equipment

Review equipment for failure which result in downtime and reduced practical training time and adequacy.

3.3.6. Facilities

Review facilities to include training and berthing.

3.3.7. Instructors

Review whether all instructors meet the necessary training requirements for their role.

- a. Screening
- b. Certification
- c. Evaluation
- d. IST
- e. Instructor Critiques
- f. Instructor Utilization
- g. General

3.3.8. Student Management

Review the following programs:

- a. Counseling Program
- b. ARBs
- c. Retesting
- d. Remediation
- e. School Day
- f. Student Critique Program

3.3.9. Command Climate

The emphasis is not only on academic conditions but also on those areas outside the classroom that may impact the student's ability for success.

- a. Orientation Program
- b. Quality of Life Programs

3.4. Safety Review

Safety is an integral part of all elements of the NETC mission. Safety and supervisory procedures will be maintained at a level that ensures safety while providing realistic training. A comprehensive review of all courses is conducted by training, safety, and as appropriate, medical personnel to ensure courses are taught with minimal risk to students and instructors. An annual safety review will be conducted on all courses. Safety reviews include:

- a. Training near-miss and mishap data, curriculum, instructional techniques, and safety requirements incorporated into course curricula.
- b. Training records, student critiques, instructor qualifications, and evaluations are examined.
- c. Safety reviews are conducted annually by COs and OICs of the training activities and may be combined with other safety and training programs as long as all criteria are met. Training activities may use inspections, evaluations, or assessments for training safety reviews.

Specific guidance for conducting and documenting a safety review for high-risk and moderate-risk courses may be found in OPNAVINST 1500.75D and NETCINST 1500.13F.

3.5. Total Quality Indicators

TQIs are functions that, when monitored, provide the command with valuable information concerning the overall quality of the training. Many of the programs and functions previously stated in this NAVEDTRA are considered TQIs. This section will examine the responsibilities and reporting requirements for the following TQIs:

- a. ARBs
- b. Course Reviews (FCR, safety, or training management reviews.)
- c. Instructor Evaluation Programs
- d. Student Critique Program
- e. Testing and Test Item Analysis

- f. Remediation Programs
- g. Student Management Data
- h. Baseline Assessment of Course Enhancements
- i. Training Effectiveness Measures

3.5.1. Total Quality Indicators - Responsibilities

- a. The responsibility to monitor TQIs is jointly shared by each training department, field LSO (FLSO)/field training specialist (FTS), and CeTARS personnel. TQIs must be checked monthly, or as appropriate, by each training department for possible trends.
- b. The results will immediately be forwarded to the FLSO/FTS when trends are indicated. These trends may be positive or negative. The FLSO/FTS is responsible for summarizing the departments' data and analyzing it for trends affecting the command.
- c. FLSO/FTS will analyze the command summary and recommend a plan of action to the LS CO to correct indicated problems. Critique summary reports and FCR are methods for the LS CO to conduct trend analysis.

3.5.2. TQI-Review Areas

- a. The TQIs selected for review will vary between commands and must be based on the type of training provided. The LS CO/OIC will determine what areas are significant for review.
- b. The content and format of the reports provided to the LS CO/OIC may also vary. LSO/FTS, in conjunction with the LS CO/OIC, will determine how to display the information in a usable format. Charts and graphs will be used when the data is numerical in nature. If the data is descriptive, a report format may be more appropriate.
- c. The following is a list of TQI review areas and the type of information that may be useful for review. Items and information areas may be added, deleted, or changed as determined by the CCA:
 - (1) ARB:
 - (a) Number of boards held.
 - (b) Recommended actions.
 - (c) Actual actions taken.

- (2) FCR:
 - (a) Number and percent of complete and number and percent remaining.
 - (b) Number and percent scheduled for the next quarter.
 - (c) Summary listing of significant discrepancies. The summary must indicate the overall condition of each of the major categories listed in the course review.
 - (d) Recommended course of action when the summary indicates problem areas for the command, department, or course.
- (3) Safety Review:
 - (a) Number and percent of total complete and those remaining.
 - (b) Number and percent scheduled for the next quarter.
 - (c) Summary listing of the major discrepancies.
 - (d) Recommended course of action when the summary indicates problem areas for the command, department, or course.
- (4) Training Management Review:
 - (a) Number of reviews conducted.
 - (b) Summary of major discrepancies.
 - (c) List of recommended actions.
 - (d) Status report on actions taken.
- (5) Instructor Evaluation Program:
 - (a) Total number of certified instructors on board.
 - (b) Sufficient number of evaluators.
 - (c) Number of semi-annual, quarterly, and monthly evaluations.
 - (d) Number of unscheduled evaluations.
 - (e) Number of Master Training Specialists (MTS).
 - (f) Percent of instructors who have earned MTS.
 - (g) Summary of major discrepancies identified through an analysis of the instructor evaluation forms. The discrepancies must be grouped into major categories.

- (h) Recommended course of action when the summary indicates problem areas for the command, department, or course.
- (6) Test and Test Item Analysis. Summary of student performance. This may be compiled from the LAS by objective, test, unit, section, etc., and may contain the following information:
- (a) Number of attempts.
 - (b) Number of students with passing scores.
 - (c) Average score.
 - (d) Number of retakes.
 - (e) Number of students successful on the first attempt.
 - (f) Summary of the results of the test-item analysis.
 - (g) Summary may include several courses conducting test-item analysis, the analysis frequency, problems encountered of a general nature, and actions taken.
- (7) Remediation Program:
- (a) Automated electronic classroom utilization metrics.
 - (b) Average number of students assigned remediation, what students most frequently struggle with, and what actions have been taken to improve the remediation program.
- (8) Student Management Data:
- (a) The Student Control Office will provide the LS training department with the following information:
 - Total number of non-graduates (academic, non-academic).
 - Total number of setbacks (academic, non-academic).
 - (b) The training departments will review the data for accuracy and take corrective actions as required. The summary information and the action taken will be forwarded to FLSO/FTS, as required.
- (9) Baseline Assessment of Course Enhancements:
- (a) The FLSO/FTS is responsible for determining quality measures, collecting baseline data, and conducting a comparative analysis of the findings.

(b) The data collection type will vary based on the enhancement, for example:

- Have the test scores improved?
- Has the time to train decreased?
- If the course has been revised, how many more objectives are being trained compared to the old curricula?

(10) Training Effectiveness Measures (LAS):

Student Critique (Level 1 (Reaction) Survey). Evaluation and summary of student responses for each item within a category. Summarize responses and provide a recommended course of action to mitigate discrepancies.

NOTE: The development of the TQI report requires a great deal of data collection; however, the final report to the CO/OIC will present the big picture and note trends. In some instances, data collected may be forwarded to higher authority as requested.

CHAPTER 4

CURRICULUM LIFECYCLE MAINTENANCE

4.0. Introduction

The purpose of curriculum lifecycle maintenance is to ensure Navy training remains effective, relevant, and aligned with current operational requirements. Curriculum lifecycle maintenance encompasses updating training content, enhancing learning outcomes, adapting to technological and mission changes, maintaining standardization, ensuring compliance with regulations, and optimizing resource utilization. This process is essential for preparing Navy personnel to meet evolving operational demands.

Each LC and LS will follow a standardized instructional material maintenance request process for updating training materials. LSs must submit instructional materials maintenance requests ([Appendix E](#)) to the CCMM for approval via official email, and archive in the CAT.

4.1. Modification Types

Modifications to training materials are categorized as follows:

- a. Revision
- b. Change

4.1.1. Revision

A revision is defined as an update that impacts the course mission or necessitates changes in course length or adding resources. Revisions require a TPP.

A revision to a course that does any of the following:

- a. Changes terminal objectives (TO) or imparts new knowledge, skills, and abilities.
- b. Significantly modifies resources required to deliver the instruction. This includes, but is not limited to:
 - (1) Modification to course length measured in whole days.
 - (2) Adding or changing locations for course delivery.
 - (3) Significantly modifying throughput capacity at one or more LS.
 - (4) Significantly modifying methods of instruction.
 - (5) Increasing instructor-to-student ratios.
 - (6) Upgrading or increasing training equipment.

- c. Moves curriculum from a curriculum management tool to another. This does not require a TPP.

NOTE: Course revision requires resource sponsor and requirements sponsor concurrence in the TPP.

4.1.2. Change

A change involves updates to training materials that do not affect the course mission or TOs, course length, or require additional resources. There are two types of changes:

- a. Interim Change - An interim change involves immediate, pen-and-ink change to training materials to incorporate technical updates, safety information, or urgent TYCOM subjects not requiring a revision.
 - (1) Following the implementation of an interim change, the course materials will be updated in the authoring tool.
- b. Technical Change - A technical change addresses modifications to tactical or training-specific equipment or documentation originating from the training support agency's (TSA) parent material agency and affecting promulgated curricula. Key characteristics include:
 - (1) Does not affect course mission, course length, or resource requirements.
 - (2) The TSA develops and forwards a technical change to the CCMM. The technical change will consist of smooth change pages to the curricula, with sufficient copies to distribute to all activities teaching the affected course.

4.2. Course Cancellation/Deactivation

When a course is being considered for cancellation/deactivation, or a course data processing (CDP) for deactivation, it may not be canceled without the approval of the course's requirement sponsor. The LCs and training agencies will coordinate with affected enterprises, Fleet forces, and program objective memorandum resource sponsors to ensure that there is no Fleet requirement to continue the course of instruction or training at an individual CDP. When canceling a course, the areas of focus will be the justification and the reallocation of the resources and CDP in the resource requirements list. The CCA must archive all course materials for possible Reuse, Repurpose, and Reference in the future. The CCA will ensure that a termination date is entered into CeTARS and submitted to NETC for approval.

NOTE: Once a course is sundowned and archived, course materials will be forwarded to NETSAFA or stored and available to support NETSAFA's mission for 10 years.

APPENDIX A REFERENCE

REFERENCE	TITLE
DoDM 5200.01, Volume 1	DoD Information Security Program: Overview, Classification, and Declassification
DoDM 5200.01, Volume 2	DoD Information Security Program: Marking of Information
NAVEDTRA M-142.1	NTP Phase I Triggers
NAVEDTRA M-142.2	NTP Phase II Requirements Development
NAVEDTRA M-142.3	NTP Phase III Course Development
NAVEDTRA M-142.4 Vol I	NTP Phase IV Implement – Volume I Navy School Management
NAVEDTRA M-142.4 Vol II	NTP Phase IV Implement – Volume II Testing Manual
NAVEDTRA M-142.6	Navy Instructor Manual
NAVPERS 18068F Vol II	Navy Enlisted Manpower and Personnel Classifications and Occupational Standards
NETCINST 1500.13F	NETC High and Moderate Risk Training Safety Program
NETCINST 1560.1C	Evaluation of Navy Training and Occupational Experience for Civilian Academic Credit
NETCINST 1650.1L	NETC Military Instructor of the Year Program
NETCINST 5200.6	NETC Integrated Risk Management Program
OPNAVINST 1223.1E	Navy Enlisted Occupational Classification System
OPNAVINST 1500.27G	Inter-Service Training
OPNAVINST 1500.47D	Navy Training Quota Management
OPNAVINST 1500.75D	Policy and Governance for Conducting High-Risk Training
OPNAVINST 1500.76E	Naval Training Systems Requirements, and Management
OPNAVINST 5510.60P	OPNAV Security Regulations
SECNAVINST 5510.36B	DON Information Security Program
SECNAV M-5216.5	DON Correspondence Manual

APPENDIX B STUDENT REACTION SURVEY SAMPLE

Privacy Act Statement

Authority to request this information is granted under 5 U.S.C. §301 and Department of the Navy Regulations.

Purpose: The purpose of this survey is to measure your reaction to the training.

Routine Uses: The information collected will be used by the **(insert center name here)** to evaluate training and make improvements.

Disclosure: The information you provide **WILL NOT** become part of your permanent record and **WILL NOT** be used to make decisions about you or affect your career in any way.

This survey takes approximately 10-15 minutes to complete. When finished, please do not strike any key after selecting "Submit Survey" until you receive a message confirming the survey was submitted.

Course of Instruction

Please identify your course of instruction:

Course Identification Number: _____

Course Name: _____

Course Data Processing: _____

Name (Last, First) (Optional): _____

Please select the best answer for each of the questions below and comment where you feel necessary.

Quality of Content

1. Objective(s) of the course were made clear at beginning of each lesson(s)/section(s).

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Comments: _____

2. Lesson(s)/Section(s) thoroughly covered objective(s).

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Comments: _____

3. Instructional Media Materials helped me to meet the lesson(s)/section(s) learning objectives.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
Virtual Simulator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below to provide any specific comments you may have about the quality of the course Instructional Media Materials:

4. The amount of practice or drill in the lesson(s)/section(s) was adequate.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Comments: _____

5. The pace of the course was adequate.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Comments: _____

6. The sequence of the course was adequate.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Comments: _____

7. How well did the knowledge (written) test(s) cover material taught in the course?

- Excellent (Everything on the test was covered in the available course material.)
- Good (Most of the test was covered in the available course material.)
- Average (Some of the test was covered in the available course material.)
- Fair (A small amount of the test was covered in the available course material.)
- Poor (None of the test was covered in the available course material.)
- N/A (If course had no knowledge test(s).)

Comments: _____

8. How well did the performance (hands-on/lab) test(s) cover material taught in the course?

- Excellent (Everything on the test was covered in the available course material.)
- Good (Most of the test was covered in the available course material.)
- Average (Some of the test was covered in the available course material.)
- Fair (A small amount of the test was covered in the available course material.)
- Poor (None of the test was covered in the available course material.)
- N/A (If course had no performance test(s).)

Comments: _____

9. Select the statement that best describes the student guide (SG).

- I would NOT have understood the material without the SG.
- The SG helped me understand the material but was NOT necessary.
- The SG made the material more confusing.

Comments: _____

10. Select the statement that best describes SG instruction sheets (instruction sheets include outline, information, assignment, problem, diagram, and job sheets).

- Instruction sheets were helpful in reviewing the material.
- Instruction sheets were time consuming, but very helpful.
- Instruction sheets were time consuming and NOT very helpful.
- Instruction sheets made the material more confusing.

Comments: _____

11. What is the average amount of time you spend:

Completing assignment sheets (per sheet)?

- Less than 30 minutes.
- 30 minutes to less than 1 hour.
- 1 hour to less than 2 hours.
- 2 hours to less than 3 hours.
- 3 hours or more.

12. Studying for the test(s)/exam(s) (per test/exam)?

- Less than 30 minutes.
- 30 minutes to less than 1 hour.
- 1 hour to less than 2 hours.
- 2 hours to less than 3 hours.
- 3 hours or more.

Comments: _____

13. Do you have any general comments about any of the lesson(s), section(s), or performance events (labs/trainers/etc.) taught, or how to improve any individual lesson(s)/section(s)/performance events for enhanced student learning experiences/understanding?

Emotional Response

14. Rate your level of motivation to excel in the course of instruction.

- Extremely motivated
- Motivated
- Somewhat motivated
- Very little motivation
- Not motivated at all

Comments: _____

15. Rate your level of confidence to perform tasks based on the training received during this course.

- Extremely Confident
- Confident
- Somewhat Confident
- Partially Confident
- Not Confident

Comments: _____

16. Did you find the material presented in this course interesting? (Example: the course held my attention or curiosity)

- Yes
- Somewhat but could be improved.
- No

Comments: _____

17. Did you find the material presented in this course engaging? (Example: the course provoked problem-solving skills and creativity)

- Yes
- Somewhat but could be improved.
- No

Comments: _____

18. Did you find the material presented in this course interactive? (Example: the course provided scenarios and simulations through the use of technology and allowed for hands-on practice)

- Yes
- Somewhat but could be improved.
- No

Comments: _____

19. Did you find the material presented in this course enjoyable? (Example: the course overall was a good learning experience)

- Yes
- Somewhat but could be improved.
- No

Comments: _____

20. Did you feel that course scoring/grading was fair?

- Yes
- No

Comments: _____

Quality of Instructor

21. Who was your primary instructor?

Name: _____

22. Please rate the effectiveness of your primary instructor.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
The instructor was professional at all times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor kept the learning interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor taught at a level I could understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor clearly explained the training objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor encouraged me to ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor answered my questions adequately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was available to provide additional assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Would you like to rate the effectiveness of an additional instructor?

- Yes (Go to question 24)
- No (Go to question 27)

24. Who was your secondary instructor?

Name: _____

25. Please rate the effectiveness of your secondary instructor.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
The instructor was professional at all times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor kept the learning interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor taught at a level I could understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor clearly explained the training objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor encouraged me to ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor answered my questions adequately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was available to provide additional assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Please use the space below to provide any specific comments you may have about the quality of your instructor.

Quality of Life

27. The following quality of life services provided at this command/base met my needs.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable/ Not Used
MWR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Berthing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Please use the space below to provide any specific comments you may have regarding quality of life issues while attending training.

Safety

29. Safety was a top priority and/or thoroughly briefed prior to each lab/performance evolution.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

30. The safety of students was top priority for my instructor.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

31. Please use the space below to address any safety and/or operational risk management concerns you may have encountered while attending this training.

APPENDIX C FORMAL COURSE REVIEW CHECKLIST

COVER PAGE		
<p>Directions: Review the Course Audit Trail for the desired course; review all associated documents and approval letters. Use the NAVEDTRA M-142.5 for guidance. Ensure all records maintained are current, accurate, and uniform. Respond to the questions as directed. Mark N/A for items that do not apply. All NOs require explanation in the summary section.</p>		
Full Course Title:		Date:
Course Identification Number (CIN):	Course Data Processing (CDP):	
Course Curriculum Model Manager (CCMM):	Curriculum Control Authority (CCA):	
Review Cycle: <input type="checkbox"/> Initial <input type="checkbox"/> Annual <input type="checkbox"/> Biennial <input type="checkbox"/> Triennial <input type="checkbox"/> Special		
Reviewed By: (Print Name, Rate/Rank, Activity)		
List of Participating Activities by CDP:		
Date of Last Formal Course Review (FCR):		High-Risk <input type="checkbox"/> Yes <input type="checkbox"/> No
Curriculum Status:		
<input type="checkbox"/> Baseline	<input type="checkbox"/> Revision____ (list revision letter)	<input type="checkbox"/> Change____ (list change number)
Overall Assessment of the Condition of the Course.		
<input type="checkbox"/> Effective Fully Supports Fleet Needs	<input type="checkbox"/> Generally Adequate Minor Problems Identified, No Effect on Fleet	<input type="checkbox"/> Poor Negatively Impacts Fleet Needs
<p>Route completed FCR (routing can be adjusted for each learning center (LC)/learning site (LS)) Name, Title, Phone Number, Email Address, and Date:</p>		

PART 1 – COURSE NAVY TRAINING PROCESS DOCUMENTS			
1. TASK ANALYSIS (TA) (also known as job duty TA)			
a. A TA has been performed for this course.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. TA is current.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
c. The date the TA was approved.	Date:		
d. Current course is aligned with TA results.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2. TRAINING PROJECT PLAN (TPP)			
a. The approved TPP is on file.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Date of the most recent approved TPP.	Date:		
c. The TPP contains accurate data for this course. (Mission, duration, prerequisites, resources)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Is this course awaiting approval for program objective memorandum identified resources? If yes, identify resources in the Deficiencies, Notes, and Assigned Actions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
3. TRAINING INSTALLATION TRANSFER AGREEMENT (TITA)			
a. The approved OPNAV N13M5 TITA is on file.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
4. NAVY TRAINING SYSTEMS PLAN (NTSP)			
a. The approved NTSP is on file.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

PART 2 – COURSE CONTROL DOCUMENTS			
1. TRAINING TASK LIST (TTL)			
a. TTL is on file. (TA Spreadsheet)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Duties and tasks are accurate and current.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Duties support the course mission statement.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Source and reference material still current and accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. Action verbs describe on the job performance tasks.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
f. Verbs are observable and measurable.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2. TRAINING COURSE CONTROL DOCUMENT (TCCD)			
a. The TCCD is on file.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. The date when the TCCD was approved.	Date:		
c. The TCCD is accurate/current.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. The course mission statement matches the purpose in the Catalog of Navy Training Courses (CANTRAC).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. An approved Letter of Promulgation or an Authorization to Teach letter is present.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
f. Curriculum outline of instruction (COI) is current and accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
g. Resource requirements list has been validated.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

h. Master schedule/summary sheet is validated against and matches the quality assurance course master schedule (CMS) summary and corporate ratios in the course event and resource scheduling application.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
i. The CMS is current and is approved by the CCA.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

PART 3 – CORPORATE eNTERPRISE TRAINING ACTIVITY RESOURCE SYSTEM (CeTARS)

Compare the approved TCCD information with CeTARS data in the Course View All and Course Management per each CDP. *CANTRAC access required.

1. CeTARS			
a. CDP/pipeline CDP data is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. CIN is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Course abbreviated name is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Course long name is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. Training delivery source is identified and is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
f. Training delivery method is identified and is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
g. Type course (TC) is identified and is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
h. Active unit identification code (UIC) and activity are identified and is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
i. Status (A-Active, PA-Planned Active, PD-Planned Deactivate, D-Deactivate) is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
j. LC is identified and is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
k. CCMM UIC and activity is identified and is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
l. Report code identifying student "S," team "T," on demand "C" is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
m. Special consideration indication is identified for moderate-risk/high-risk course.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
n. Student security clearance is identified and is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
o. Curriculum security clearance is identified and is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
p. Requirement for schedules is identified as a yes (Y) or no (N) per OPNAVINST 1500.47D.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
q. Service component branch of service is identified and is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
r. Inter-service Training Review Organization (ITRO) code is correctly identified per OPNAVINST 1500.27G.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
s. Military Article and Service List (MASL) code identifying courses attended by foreign students is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
t. Skill award (Navy Enlisted Classification) identified for "A" and "C" type courses, per Navy Enlisted Manpower and Personnel Classifications and Occupational Standards Volume II is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

u. Correct narrative purpose listed. Matches TCCD course mission statement.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
v. Prerequisites are identified.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
w. Management control type identified for training agent, enlisted/officer community manager, resource sponsor is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
x. Quota control entity is identified and is accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
y. Scope and purpose reflect the course mission statement.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
z. "Report To" and "Training Location Information" are identified and reflected in CANTRAC and enterprise Navy Training Reservation System.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
aa. Course length identifying instructional days, lecture, and laboratory hours are replicated for the next five years are accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
ab. Instructor:Student ratio identifying instructor type, student rate, instructor rate, and contact hours are replicated for the next five years and are accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
ac. Capacity identifying constraint type codes for each personnel, equipment, and space; maximum student, convenes, and shift quantity are replicated for the next five years and are accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

PART 4 – TESTING PROGRAM			
1. TESTING PLAN			
a. Enter the date the testing plan was approved.	Date:		
b. The testing plan is on file.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
c. The testing plan describes testing methods and schedule, cites minimum passing grade, lists constraints, provides review, remediation, and retesting procedures, describes security and test-item analysis requirements, and lists grading and weighting criteria.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
d. The testing plan specifies the type of testing being conducted.			
1) Knowledge	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2) Performance	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
e. All knowledge tests have a governing Knowledge Test Administrator's Guide.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
f. There is a Performance Test Administrator's Guide(s).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
1) For performance tests there are job sheets and grading instruments (e.g., checklists and/or rubrics).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
g. Knowledge tests adequately measure terminal objectives (TO) and enabling objectives (EO).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

h. Performance tests adequately measure TOs and EOs.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
i. Test review procedures are listed per the approved testing plan.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2. TEST DESIGN AND DEVELOPMENT			
a. Minimum passing score for each test is established.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. The number of different test versions (minimum of two) is adequate to prevent compromise.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. There is an equal degree of difficulty between versions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. There is an adequate number of items on the test to measure the objectives.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. Types of items and degree of difficulty are consistent with the objectives.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
f. Tests are developed per the approved testing plan.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
g. Tests used for retesting contain items that are different from the original version.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
h. Criticality index was performed.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3. KNOWLEDGE TEST ITEM BANKS			
a. Test item banks are maintained.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
b. Each test item is keyed to the objective item it measures.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
c. Procedures for making changes to the test bank are adequate per local policy (e.g., instructional material change request, curriculum development or modification requests to update changes to test).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
4. PERFORMANCE TESTING			
a. Performance testing is being conducted. If no, skip to 5.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Rubrics or checklists are used appropriately to grade and score the performance tests.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Weighting of performance tests for the overall grade is consistent with the course objectives.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
5. TEST ADMINISTRATION AND SECURITY			
a. Test administrator's guides are clear and exact.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Test administration procedures are adequate to prevent test compromise.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Proper classroom/lab safety protocols are identified in the test administrator's guide and are followed.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Proper check-in and check-out procedures adhered to.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

6. TEST ANALYSIS			
a. Test-item analysis is being performed. If yes, explain method and how often in the Deficiencies, Notes, and Assigned Action section.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Test item analysis results are being used to improve training and assessment.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Changes based on the analysis are adequately documented.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

PART 5 – INSTRUCTIONAL STAFF			
1. COURSE SUPERVISORS (CS)			
a. CS:			
1) CSs have completed in-service training (IST) requirements. (NAVEDTRA M-142.6)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2) CSs are overseeing the training and maintaining the currency of the curriculum.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3) Adequate training records are kept for all personnel.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2. LEAD INSTRUCTORS AND INSTRUCTORS: (If ITRO, explain instructor breakdown in notes section.)			
a. Number of instructor billets assigned:	Number of instructors on board:	Number of certified instructors:	Number of qualified instructors:
b. Instructors have completed the Navy Instructor Training Course or equivalent approved course.			
c. After qualification, instructors' certification is completed per the instructor development plan and qualification plan within 90 days.			
d. Instructor recognition program is in use. (NAVEDTRA M-142.6/NETCINST 1650.1L).			
e. All instructor training and counseling is being recorded and documented.			
f. Instructors are being evaluated per approved evaluation program. (NAVEDTRA M-142.6/NETC 1500/4)			
g. This is a high-risk course. If no, skip to i.			
h. What is the risk assessment level for this course?			
1) Is the core unique instructor training approved and implemented.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2) Is the emergency action plan (EAP) walkthrough conducted quarterly and drilled annually?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3) Are instructors' cardiopulmonary resuscitation/automated external defibrillator qualified (as required)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

4) Are instructors first aid qualified (as required)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
i. This is a moderate-risk course. If no, skip to 3.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
1) Is the EAP walkthrough conducted quarterly and drilled annually?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3. INSTRUCTOR EVALUATORS			
a. An IST program for instructor evaluators is established. (NAVEDTRA M-142.6)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Personnel assigned as evaluators have completed IST requirements.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Documentation is reviewed/maintained in order to verify completion of required training.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. The IST that is provided is adequate to prepare instructor evaluators for their job. (Interview curriculum managers)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. The number of evaluators assigned to the course is adequate to ensure the quality of instruction. (Review the number of evaluators)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

PART 6 – INSTRUCTIONAL MATERIALS			
1. INSTRUCTOR GUIDE (IG)/LESSON PLAN (LP)			
a. Approved master IG/LP is on file.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Date IG/LP was approved.	Date:		
c. IG/LP TO/EO sequence mirrors the COI in the TCCD.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. All IGs/LPs are developed as per applicable guidance.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. The IG/LP is technically accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
f. Interim changes and/or changes are correctly incorporated within the IG/LP.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
g. Personalization of individual IG/LP is approved by the CS.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
h. Front Matter			
1) List of effective elements reflects the current interim change and change.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2) Hazard Awareness Notice tailored to the course and lists training safety requirements. https://www.netc.navy.mil/Resources/NETC-Directives/	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
3) How To Use the IG/LP tailored to the course and lists training safety requirements.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
4) Allocation of class/lab periods accurately reflects the course master schedule.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
i. TOs support training requirements.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
j. EOs support the TOs.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

k. If the training objectives include any aspects of the following types, contact the training safety officer. (If no, skip to item m.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
1) Air quality.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2) Water quality/water usage.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3) Hazardous materials/hazardous waste.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
4) Storm water/surface water/groundwater.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
5) National Environmental Policy Act/endangered species/marine mammal impacts.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
6) Range management/erosion and sediment control.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
7) Cultural resources/historic preservation.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
8) Material procurement/contracting.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
9) Energy usage/sustainability.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
10) Any permitting activity for construction/maintenance projects.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
11) Safety must be included and stressed prior to and after classroom instruction, repeated/amplified prior to performance labs, and wherever required.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
l. Discussion points support the learning objectives (LO).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
m. Lessons learned are used to support the discussion points in the related instructor activity (RIA).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
n. Practical applications of learning science is included in the lessons per NAVEDTRA M-142.3	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
o. Warrior Toughness is included in the lessons per NAVEDTRA M-142.4 Volume I.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
p. RIAs/related instructor activities support discussion points.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
q. Is technical training equipment (TTE) effectively supporting objectives?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
r. Has mid-term counseling training been incorporated for accession pipeline and leadership courses?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
s. Are student reaction surveys being conducted in the approved Naval Education and Training Command (NETC) learning assessment system?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
t. Are issues identified and adjudicated?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2. STUDENT GUIDE (SG)/TRAINEE GUIDE (TG)			
a. Master copy of SG/TG is on file.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Date SG/TG was approved.	Date:		
c. SG/TG follows the outline of the COI in the TCCD.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Job sheets for all skill TTL line items are included.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
e. The SG/TG is technically accurate, clear, and complete.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

f. Interim changes and/or changes to the SG/TG are correctly incorporated.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
g. Front Matter			
1) List of effective elements reflects current interim change/changes.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2) Hazard Awareness Notice reflects the equipment for the course.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3) Training time out procedures are properly identified. (NETCINST 1500.13F)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
4) Drop On Request procedures are present, if applicable. (NETCINST 1500.13F)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
h. Outline Sheets			
1) Outline sheets do not contain reproduced information in technical or tactical publications or references readily available at the level required for instructional purposes.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2) References provide accurate direction to supporting materials.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
i. Information Sheets			
1) Information is confined to amplifying or consolidating available technical manuals/publications or background materials.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2) References provide accurate direction to supporting materials.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
j. Assignment Sheets			
1) Objectives are identical to those in the IG/LP.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2) Assignment sheets provide specific and accurate instructions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
3) Study questions promote decision-making similar to that required for ultimate job assignments.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
4) Answers reviewed for accuracy.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
k. Job Sheets			
1) Job sheets provide specific and accurate instructions for performing operational or maintenance routines.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2) Instructions direct the student to complete the performance task per technical documentation.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
3) All instructions are directed solely to the student.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
4) Job sheet questions promote practical decision-making.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
5) Safety instructions and notices are included on all job sheets prior to job sheet task instructions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

6) Listed references are accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
i. Diagram Sheets			
1) Diagram sheets improve instructional effectiveness.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2) If diagram sheets provide information available in reference documentation, they are necessary for effective training.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
m. Problem Sheets			
1) Problem sheets provide practical mental skill application of pertinent instructional requirements.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2) The problem sheet is an effective method of engaging the student in logical thinking and problem solving relative to eventual job assignments.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
3. INTERACTIVE MULTIMEDIA INSTRUCTION (IMI)			
a. IMI			
1) Is in good condition.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
2) Is applicable to LOs.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
3) Media is adequate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
4) CCMM has a copy of (e.g., PowerPoint, video, source files, Hypertext Markup Language, Sharable Content Object Reference Model packages, etc.).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
5) Is listed correctly in the RIA.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
6) The IMI for the course is the current version.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
7) The IMI is used as required/prescribed in the IG/LP.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
4. COPYRIGHT MATERIAL			
a. Does the course contain copyrighted materials? If no, skip to 5. (NETC Guide to Copyright and Related Intellectual Property Law)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
1) Documents are on file for all copyrighted materials used.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2) There are funds associated with copyright permission.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3) Funding is programmed for copyright renewal, if applicable.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
4) Termination/end date of copyright permission.	Date:		
5. REFERENCE MATERIALS, TECHNICAL MANUALS, AND PUBLICATIONS			
a. All are current and accurate.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. State there is enough to meet the maximum student numbers.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. All are in good condition.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

6. SECURITY			
a. The training is classified. If no, skip to Part 7. (SECNAVINST 5510.36B/DoDM 5200.01, Volume 1)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
b. Classified curricula are properly marked. (SECNAVINST 5510.36B/DoDM 5200.01, Volume 2)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Classification level is appropriate. (SECNAVINST 5510.36B/DoDM 5200.01, Volume 1)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Material is afforded correct level of storage. (SECNAVINST 5510.36B/DoDM 5200.01, Volume 1)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

PART 7 – TRAINING RESOURCES			
1. FACILITIES			
a. Classroom facilities are adequate, comfortable, and conducive to learning.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Lab facilities are adequate, comfortable, and conducive to learning.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Lab facilities are safe for required training.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Field exercise facilities are adequate and tailored to learning.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
e. Impaired Training and Education Reports have been opened (list in the Deficiency, Notes, and Assigned Actions).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
f. Information technology infrastructure meet the requirements in the classrooms and laboratories (e.g. servers, virtual desktop, electronic classrooms) to support delivery of the course.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2. EQUIPMENT			
a. Equipment is used as intended/instructed and stowed properly.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Equipment is safe for training use.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. All performance objectives are being met with current equipment.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Based on the resource requirement list the required number of training devices, TTE, and/or training aids exist in order to provide timely training.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. Equipment, tools, materials, and the quantities used and listed on resource requirements list, and it matches the inventory tracking system, equipment requirement list (ERL), and equipment shortage list (ESL).	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
f. Inventory tracking system, ERL, and ESL reports are reviewed and validated annually. Changes made as required.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

PART 8 – STUDENT PROGRAMS			
1. STUDENT RECORDS			
a. Student records are maintained for seven (7) years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. A student’s academic progress is tracked per LC policy.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2. COUNSELING PROGRAM			
a. Preventive counseling is used to help students solve their academic problems.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Student counseling sessions are properly documented.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3. STUDENT RECOGNITION PROGRAM			
a. Student recognition program is being used to recognize outstanding students.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
4. REMEDIATION PROGRAMS			
a. Remediation program has been established for students requiring voluntary or mandatory extra training.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Instructors are scheduled to assist in after-hours study.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
5. ACADEMIC REVIEW BOARDS (ARB)			
a. ARBs are conducted per LC policy.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
6. ACCELERATED TRAINING PROGRAM			
a. Course has an Accelerated Training Program. If no, skip to Part 9.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Enrollment records are maintained.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. Person event code has been assigned and entered into CeTARS.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

PART 9 –ITRO			
1. ITRO DOCUMENTATION			
a. Course is part of ITRO/co-located. If no, skip to Part 10.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Sponsor (host service) is:			
c. Date memorandum of understanding (MOU) was signed.	Date:		
d. The LS has a copy of the signed MOU on file.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. Date last functional review board was held.	Date:		

PART 10 – FOREIGN MILITARY STUDENTS (FMS)			
1. FMS			
a. This course trains international students. If no, skip to Part 11.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. The MASL is accurate and current.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
c. Has this course undergone a significant revision and/or has the overall classification changed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

d. Has a foreign disclosure officer completed a disclosure review of the existing course material?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
e. The Delegation of Disclosure Authority letter is on file.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>

PART 11 – EVALUATION PROGRAMS			
1. INTERNAL EVALUATION			
a. FCRs are on file for the previous two cycles.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Discrepancies from previous course reviews have been corrected.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
c. Student critique program is per established guidelines.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. Training quality indicators are being summarized as required.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. Trend analysis data are on file.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2. RISK ASSESSMENT			
a. Risk Assessment reviewed annually and signed.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Date of last risk assessment.	Date:		
c. Date of last risk safety review.	Date:		
d. Annual safety and utilization reports were conducted and on file for the last two cycles	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. Discrepancies and identified risks corrected.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3. AMERICAN COUNCIL ON EDUCATION (ACE) EVALUATION			
a. This course is:			
1) 40 instructional hours or longer of UNCLASSIFIED training material and is listed in CeTARS. If no, skip to 4. (NETCINST 1560.1C)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2) Does the course have measurable testable assessments?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3) New or revised since its last ACE review. If yes, notify ACE Program Manager. (For a new course it must have been taught for at least one year prior to a review.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
4) Current but has never been evaluated for inclusion to the ACE Military Guide Online.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. Listed in the ACE Military Guide Online. Navy Number:			
1) ACE Program Manager has been notified if course is within one year of periodicity.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2) ACE evaluations are current and accurate. (ACE Military Guide online)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3) Last evaluation by ACE (date listed in credit recommendations).	Date:		

4. EXTERNAL FEEDBACK – ASSESSMENT, ANALYSIS, EVALUATION, OR OTHER			
1) Has Fleet feedback been either implemented or scheduled for implementation in the training.		Yes <input type="checkbox"/>	No <input type="checkbox"/>
PART 12 – SUMMARY			
SUMMARY OF FINDINGS			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
DEFICIENCIES, NOTES, and ASSIGNED ACTIONS			
No.	Deficiency and Action	Point of Contact	Completion Date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
CORRECTIVE ACTIONS			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

APPENDIX D

TRAINING MANAGEMENT REVIEW SAMPLE

Prerequisites

1. Prerequisites are any requirements the student must have completed before attending training. While many items listed below may have little or no impact on academic drop rate, they may impact non-academic drops and attrition.
 - a. Physical (e.g., Physical Fitness Test)
 - (1) What are the physical requirements?
 - (2) What requirements are not being met?
 - (3) Should the prerequisites be adhered to or changed?
 - b. Prior Training/Education
 - (1) What are the requirements?
 - (2) Are these requirements being met?
 - c. Security Clearance
 - (1) Is a clearance required?
 - (2) Is the requirement being met?
 - d. Mental (Armed Services Vocational Aptitude Battery, Armed Forces Qualification Test, reading level, etc.)
 - (1) What is the minimum requirement?
 - (2) Is the requirement being met?
 - (3) Are waivers being granted?
 - (4) Is there evidence that the waivers are affecting performance?
 - (5) Does the minimum requirement reflect the abilities required?
 - e. Screening
 - (1) Are students being screened as per the Military Personnel Manual (MILPERSMAN)? Are "comply with" items being met?
 - (2) Are there any skills or abilities not used that may impact attrition?

f. Medical

- (1) What are the medical requirements?
- (2) What requirements are not being met?
- (3) What percentages of attrites are due to medical problems?
- (4) Are all prerequisite requirements accurately and consistently documented?
(e.g., Corporate enterprise Training Activity Resources System, Catalog of Navy Training Courses, MILPERSMAN, Recruiting Manual, Transfer Manual)
- (5) Is the command formally notifying when they do not comply with the above?

Curriculum

1. A curriculum review includes all training materials, formal course review (FCR), and specific points in the curriculum that may cause the student difficulty.
 - a. Status of the Curriculum
 - (1) Is it undergoing validation/pilot/revision?
 - (2) Instructor Guide (IG): Is the sequence of material correct? Is there a logical flow from one point to the next?
 - (3) Does the material support the learning objectives?
 - (4) Is the material current and accurate?
 - (5) What is the date of the latest revision?
 - (6) Does the material contain adequate personalization to include Warrior Toughness? Is the personalization approved?
 - (7) Does the material contain activities that ensure adequate time for practice?
 - b. Student Guide (SG)
 - (1) Are the SGs easy to read? Are the graphics clear? Are the sentences clear? Is the format easy to follow?
 - (2) Does the reading level reflect that of the student? Is the content adequate? For example, is there enough, too little, or too much information?
 - (3) Are the SGs current and accurate?
 - (4) Are the SGs used by the students?
 - (5) Are there adequate provisions for notetaking?
 - (6) Are there assignment sheets that evaluate learning and support the objectives?

- c. FCR
 - (1) Are the FCRs being used to improve training?
 - (2) Have all the previous discrepancies been corrected?
 - (3) High Drop/Attrition/Set-back Points? To identify these points:
 - (a) Determine the unit/part of the curriculum most students struggle with.
 - (b) Determine the tests on which several students fail or are unsuccessful on the first attempt.
 - (c) Determine the areas within the tests (objectives, topics, content areas, etc.) students experience the greatest difficulty with.
 - (4) After these areas have been identified, consider the following:
 - (a) Does the course require skill training to master the subject, and is it adequate?
 - (b) Have these areas been revised recently?
 - (c) Can the instructors, students, managers, etc., identify a reason(s) for poor student performance in these areas?
 - (d) Is additional practice time needed for these areas?
 - (e) Is the time allocation optimum for each topic?
 - (f) If not, can time be reallocated from the less difficult to the more complex topics?
 - (g) Is the teaching methodology consistent with the learning required?
- d. Interactive Multimedia Instructions (IMI). Is the IMI adequate to promote understanding of the objectives?
- e. Technical Documentation
 - (1) Is the technical documentation adequate?
 - (2) Are the manuals worn, hard to use, out of date?
 - (3) Are maintenance requirement cards up to date?
 - (4) Does the technical documentation match the Technical Training Equipment (TTE)?
 - (5) What is the reading level of the technical manuals? Is it consistent with the ability of the students?

(6) If there are problems with technical documentation, has the appropriate systems command been notified?

f. Technology Application

(1) Is the course supported by training technology? What type (automated electronic classroom, IMI)?

(2) Has the curriculum been analyzed for infusion of technology?

Testing

1. The testing area must be reviewed to ensure that the tests measure student performance against the objectives.

a. Testing Program

(1) Is there an approved testing plan?

(2) Is the testing being conducted as per the testing plan?

(3) Are tests given too frequently or too quickly after the material has been presented?

(4) Are tests not given often enough?

(5) When are tests scheduled? Does the time or day of the week appear to contribute to the drop/setback?

(6) Are test items aligned with objectives they are intended to assess?

(7) Is pretesting used to determine the entry-level knowledge and skills of the students?

b. Testing in High Failure Areas

(1) Do the test items clearly measure the achievement of the objectives?

(2) Do they meet good test item construction guidelines?

(3) Is test item analysis conducted? Is data recorded and reviewed to identify test items that may require revision or items that identify a trend?

(4) What methods are used to identify students with problems before a test is failed (quizzes, homework, etc.)?

Academic Setbacks

1. Review the academic setback records for a designated time period. Consider the following:
 - a. Is there an approved setback policy for the course?
 - b. Is the setback policy being used as directed?
 - c. Where are the majority of the setbacks occurring?
 - d. What is the average number of times a student is set back in the course?
 - e. What is the average length of the setback?
 - f. What percentages of students who are set back eventually graduate?
 - g. Is there any evidence that the setback enhances the success rate?
 - h. Can a setback point be identified where attrition is more cost-effective?
 - i. What is the percentage of Continued with Class with remediation?
 - j. Are all forms of remediation exhausted before the setback?
 - k. What is the average time to train a student, including setbacks?

Equipment

1. Equipment Failure. Problems with equipment result in downtime and reduced practical training time. Consider the following:
 - a. What are the causes of the equipment failure?
 - b. Can these be prevented from recurring?
2. Equipment Adequacy
 - a. Is there an adequate amount of TTE or simulators for practical training?
 - b. Are the objectives being measured?
 - c. Are there bottlenecks in the master schedule? If there are bottlenecks, how do students use their time while waiting to go to the lab? Is the equipment available for remediation?

Facilities

1. Training
 - a. Does the physical proximity of dining, berthing, and school building impact the student's day?
 - b. Are environmental conditions a problem?
 - c. Are the classrooms furnished in a way to enhance learning?
2. Berthing
 - a. Is the living space and study space adequate?
 - b. Are quiet hours enforced for study time?

Instructors

1. Instructors are vital to the training process. It is essential that all instructors meet all training requirements for an instructor.
 - a. Screening. Are potential instructor records screened as per the MILPERSMAN?
 - b. Certification
 - (1) Are all instructors graduates of a formal instructor training course?
 - (2) Is there an approved certification program for instructors?
 - (3) Is the certification specific enough to identify required instructor skills in areas with high drops/setbacks?
 - (4) Is certification conducted as per guidelines?
 - c. Evaluation
 - (1) Are instructor evaluations conducted as per requirements?
 - (2) Are special instructor evaluations conducted on topics with high drop/setback rates?
 - (3) What steps have been taken to identify instructor deficiencies? How have they been corrected?
 - d. In-Service Training (IST)
 - (1) Is there a formal IST program?
 - (2) Is the training responsive to the needs identified by the instructor/departments?

- (3) Does it focus on areas the instructor evaluation program identifies?
- e. Instructor Critiques. Is there a formal method of collecting feedback from the instructors?
- f. Instructor Utilization
 - (1) Are divisional tasks periodically reviewed so that the main mission (instructing) receives its proper share of instructors (quantity and quality)?
 - (2) Do all personnel assigned to instructor billets teach?
 - (3) Is the rotational strategy of the staff designed to minimize burnout and maximize performance?
 - (4) Do the activity manpower documents properly reflect the skills and experience required of the instructors?
- a. General
 - (1) Is trend analysis of test data conducted in such a manner that tests can be related to instructors for problem area justification?
 - (2) Are instructors' profiles in high drop/attrition/setback areas available for analysis?
 - (3) Do instructors having difficulty teaching a subject have an opportunity to observe more experienced/proficient instructors teaching it?

Student Management

1. How the staff interacts with the student, both inside the classroom and out, is another key element in quality training. Review the following programs to ensure effectiveness per this manual.
 - a. Counseling Program
 - (1) Are the counseling procedures, practices, and personnel training adequate for the academic and non-academic counseling program?
 - (2) Are records reviewed for possible trends for recurring student problems, etc.?
 - b. Academic Review Boards (ARBs)
 - (1) Are the ARBs conducted per applicable guidelines?
 - (2) Are records reviewed to identify possible trends?
 - (3) If so, what action has been taken?

c. Retesting

- (1) When are students required to retest on a complete exam?
- (2) Are students allowed to retest only on the failed objectives?
- (3) Is retesting of failed critical objectives conducted?
- (4) When are the retests administered?
- (5) Is oral retesting being used?

d. Remediation

- (1) Is a remediation program in place and effective?
- (2) Does the program provide specific guidance for voluntary and mandatory remediation?
- (3) Are students given remediation in a timely manner?
- (4) Does the program clearly identify the type of remediation to be used in different situations? (Written/oral remediation assignments, peer tutoring, etc.)
- (5) Are remediation materials appropriate, adequate, and available?
- (6) Is there a standardized, formalized remediation program for high drop/attrition/setbacks areas?
- (7) How effective is this portion of the remediation program?
- (8) How can the complete remediation program be improved?
- (9) Are the right students involved in remediation?
- (10) Is remediation staffed with instructors certified in the subject matter?
- (11) Is the instructor/student ratio optimum for these areas?
- (12) Are there options for ratios not considered optimum?
- (13) Are the spaces provided for remediation adequate?

e. School Day

- (1) Does the total length of the student day allow adequate time for academic and non-academic requirements?
- (2) Are interruptions to training kept to a minimum (e.g., dental, medical)?
- (3) Are students encouraged to develop good study habits and exercise self-discipline?

- f. Student Critique Program
 - (1) Are student critiques administered, and data collected per the guidelines?
 - (2) Are critiques routed through the chain of command?
 - (3) Are critiques completed in a timely manner?
 - (4) Are critiques completed at intervals in long courses?
 - (5) Are the critiques specific enough to identify instructor and course strengths and weaknesses?
 - (6) Is the data collected, analyzed, and used to improve training?
 - (7) If so, what action has been taken?
 - (8) Are all students (non-graduates and graduates) completing critiques?

Command Climate

- 1. The emphasis is not only on academic conditions but also on those areas outside the classroom that may impact the student's ability for success.
 - a. Orientation Program
 - (1) Does the command provide the student with information needed while stationed at the command (e.g., chain of command, base rules)?
 - (2) Does the course provide an indoctrination program for incoming students?
 - b. Quality of Life Programs
 - (1) Are the quality-of-life critiques completed by all students (graduates and drops)?
 - (2) Are the critiques reviewed and analyzed, and is action taken to correct the problems?
 - (3) Are quality-of-life critiques routed through the chain as directed?
 - (4) Are the recreational and personal needs of the students provided for?
 - (5) Are the base facilities providing adequate support for the students?
 - (6) Do appropriate levels of training managers periodically visit the Bachelor Enlisted Quarters, galley, medical, etc.?
 - (7) Does the command leadership, at all levels, promote in the students a positive attitude toward the school and the Navy?

APPENDIX E
INSTRUCTIONAL MATERIALS CHANGE REQUEST

Instructional Materials Change Request Fillable PDF can be downloaded:

https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1425/Forms/AllItems.aspx