An Analysis of Employee Perceptions Towards Computer-Based Training

by

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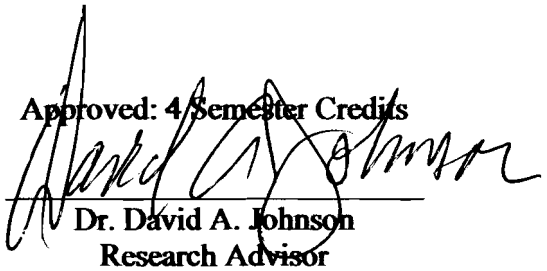

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ABSTRACT

The learning environment in the business world has changed tremendously. As technology has improved, the ways to deliver training to employees have changed dramatically. Companies are no longer required to solely depend on classroom training to keep employee skills up-to-date. Computer-based training (CBT) has become a leading method of training delivery for companies with numerous locations and employees. The purpose of this study is to determine employee perceptions of the computer-based training courses currently used and available for use. The survey for this study was developed and delivered to a sample of employees at one location of a Fortune 50 company.

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This paper is dedicated to my family for all of their support throughout this process (it took a whole lot longer than it should have). To my parents, thank you for instilling in me the importance of a college education. Mom, you can have comfort in knowing both of your girls can make it on their own. Dad, I know I have made you proud. To my sister, thank you for having the patience to edit and re-edit not only this paper, but all of my papers. To my daughter Lexi, you are too little to understand the importance of this paper; however, it will make your life better. To my husband, thank you for supporting me throughout this process and everyday.

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Chapter I: Introduction

Company X, a subsidiary of a Fortune 50 organization, is dedicated to meeting the health and well-being needs of people 50 and older. This company has an office in Eau Claire, Wisconsin which handles the claims processing, billing and enrollment functions. In the Eau Claire location, Company X has two settings in which employees work; the office and at home as telecommuters. The company is considering expanding their telecommuting program due to growth in business and space issues at the current office location; therefore, they are looking to increase the online learning resources to reduce the amount of time and money spent on training telecommuters in the office.

The two primary training delivery methods currently used in the Eau Claire office are instructor-led classroom training and computer-based training. Classroom training is used primarily to teach new-hire and cross-training courses. Computer-based training courses cover numerous topics in human resources and compliance, as well as personal and professional growth. Computer-based training courses are also used when mandatory training is required across the entire organization. The company houses a library of courses in an online library known as Learnwell. The courses available in Learnwell are used for mandatory compliance and personal and professional development needs.

Due to the growth in the company and the potential to increase online learning, it is important to study the perception of the current online training courses. Few quantitative studies have been conducted to determine if employees enjoy learning using computer-based training courses and if these courses provide the necessary information to learn and retain the information covered. The company is considering using computer-based training courses to replace instructor-led classroom training to eliminate the need

for telecommuters to return to the office for training. It is important for the company to evaluate current perceptions to determine the next steps in this process. This chapter will present the purpose of this study, the research objectives, the limitations of the study, the research methodology used, the assumptions of the study and definitions of terms used throughout the study.

Purpose of the Study

The purpose of this study is to determine the perceptions employees have regarding the computer-based training courses used within the company. The results of this study will identify areas for improvement in current computer-based training courses, as well as establish a baseline for creating future computer-based training courses.

Research Objectives

The objectives of this study are as follows:

1. To discover employee perceptions towards computer-based training in comparison to instructor-led classroom training.
2. To determine if computer-based training courses sufficiently enhance the learning experience.
3. To determine if computer-based training courses provide effective course material.

Limitations of the Study

There are three limitations to this study.

1. The survey is limited to the claims department.
2. The study will be used to gauge employee perception towards computer-based training.
3. The survey results will be limited to the number of completed surveys.

Methodology

A review of literature was conducted on reactions to computer-based training courses, as well as impacts that computer-based training courses have on students. The survey instrument (Appendix B) was administered to the claims department employees with a population of over 500 employees. The survey consisted of 19 questions, including 10 quantitative questions.

Assumptions

Five primary assumptions of the study are:

1. All questions were answered openly and honestly.
2. All participants have completed at least one computer-based training course.
3. All participants have completed at least one classroom training course.
4. The views of the responding participants will accurately represent the perceptions of the whole population.
5. All participants thoughtfully responded to the survey.

Definition of Terms

Computer-based training (CBT): An interactive learning experience between a learner and a computer in which the computer provides the majority of the stimulus, the learner must respond, and the computer analyzes the response and feedback to the learner (Gery, 1987 p.6).

Learnwell: Online company library of personal and professional development computer-based training courses.

Likert Scale: A rating scale measuring the level of agreement to a statement.

Perception: The process or result of becoming aware of objects, relationships, and events by means of the senses, which include such activities as recognizing, observing, and discrimination (APA Dictionary of Psychology, 2007, p.683).

Chapter II: Literature Review

Introduction

This literature review section considers research topics directly related to the development of this study. The topics include: training evaluation, perception, and advantages and disadvantages of computer-based training.

Training Evaluation

The reason for evaluating training is to determine the effectiveness of the training course and to provide improvement ideas. According to Kirkpatrick (1994), evaluation is defined by some as measuring changes in behavior that result from training. It is necessary to evaluate every training course to ensure the course met the needs of the trainee as well as the needs of the organization and to determine if the course should be continued to be offered.

There are numerous benefits to evaluation: it helps focus the training (right content, right audience, effective delivery), it validates performance gaps and learner needs (tests, checklists, action planning), it determines if training is the solution to the performance gap, and it gains access to more resources if value is demonstrated (McCain, 2005). Evaluating reaction provides a gauge of participant perceptions regarding whether or not program objectives were met, if the pace and sequence of material was adequate, and if the quality and variety of media used was sufficient. Evaluating reaction also helps to determine if the content of the material was relevant and sufficient, if the trainer knowledge and skill was adequate, and if the instructional strategies were effective.

There are advantages and disadvantages to evaluation (McCain, 2005). The advantages include: immediate feedback, quantifiable data, anonymous response

eliminates intimidation, and a familiar approach as evaluation is built right in to the training program. The disadvantages include: subjective information, ratings may be effected based on training strategy and behavior of the facilitator, and the ratings may be disproportionate to the training based on the facilitator, content (liking or disliking), and other training participants.

The four-level Kirkpatrick model of evaluation (Kirkpatrick, 1994) is used today in many organizations to evaluate training effectiveness. The four levels of this model are: reaction, learning, behavior and results. The first level, reaction, measures how trainees react to a program. The second level, learning, measures the changes in trainee's attitudes, the increase in knowledge, and increase in skills. These changes are measured by using methods such as testing and self-assessments. The third level, behavior, is defined as the change in on-the-job behavior after completing a training course. The fourth level, results, measures organizational improvements in production, quality, and costs. All four levels of evaluation are important, but reaction to training leads to the development of perceptions regarding training deliver methods. Therefore, the focus of this literature review will be on level one, reaction.

Level One Evaluation: Reaction

Evaluating reaction to various aspects of training programs is comparable to measuring customer satisfaction (Kirkpatrick, 1994). Measuring reaction is important for several reasons: it provides valuable feedback to evaluate and improve training, it provides trainees a voice in the training course, it provides quantitative information regarding the course, and it establishes standards for future programs. Evaluating reaction can also help the trainees think about what they have learned and how they will apply the

new knowledge in the work setting (Phillips and Stone, 2002). Evaluating reaction also provides the training department important feedback from the participants to make changes if needed.

Kirkpatrick (1994) states trainees must like the training program to obtain the maximum benefit from the training. Level one evaluation can measure how well the trainees received the training. Positive reaction to training is important as trainees who feel positive about the training course are more likely to apply the new skills on the job (Kidder and Rouille, 1997). Organizational support of training can also increase with positive trainee reaction.

Receiving post-course participant reaction is an excellent way to evaluate the effectiveness and appropriateness of the course delivery methods. There are many reasons to evaluate trainee reaction to training programs. Key reasons include: to determine if the pace and content were appropriate, to provide feedback to the facilitator, to determine if training objectives were met, and to reinforce the learning (McCain, 2005). Kirkpatrick (1994) states that relevance and potential for confusion must also be evaluated. If the material is not relevant for the trainee, the response will not be favorable. Identifying any potential for confusion will help the facilitator make corrections in either the design or delivery of the material.

Phillip and Stone (2002) believe that reaction may measure the participants' planned actions as a result of the training and planned-action data can be used to determine the focal point for follow-up evaluations and compare actual results to planned results which may lead to program improvements.

Perception

Perception is the subjective evaluation a trainee will make regarding the training course. The trainee needs to see the benefits of computer-based training to comprehend the effectiveness of this training delivery method.

Determining the difference between perception and reality is important because perceptions can become reality if corrective measures are not taken (Abisheganaden, 2002). This is imperative when perceptions are negative. Perceptions take shape and judgments are made by the time perceptions are formed. Abishegenaden (2002) believes that perceptions occur because the amount of information we encounter is growing and we are not able to handle all of this new information. Perceptions are hard to change as they are filed away in memory. To change a perception, a new file needs to be created in memory. Files need to be created in a timely fashion to reduce the risk of negative perceptions becoming reality. Negative perceptions will take value away from the true impact of the new information.

Research indicates perception is different than reality in many cases. Pollak (1995) discussed how public perception regarding the spread of cancer is different than reality. Cancer cases, with the exception of lung cancer, have not increased since 1930. The perception that cancer cases have increased is due to the myths regarding cancer threats and poor public policy.

Shuldiner (2006) discusses how auto buyers will spend more money for a foreign car than a comparable less expensive domestic model based on perceptions of lesser quality of the domestic models. These cases display the need to evaluate employee

perception to determine perception versus reality. Comparison studies need to be completed to get people to be accurate in their perceptions based on actual information.

Computer-based training

Computer-based training is method of maximizing workforce exposure to training while containing training costs. Computer-based training allows interactivity like no other training deliver method ever has (Gery, 1987). Gery believes creating an interactive learning experience is the process of structuring and sequencing material in a cycle that results in increased knowledge. The interaction within computer-based training courses allows the trainee the capability of learning material in multiple ways.

There are many advantages to computer-based training. The main advantage of computer-based training is availability. Once a course is developed, it is available anytime, anywhere (Wehr, 1988). This is important when the student population for a course is large and geographically dispersed. This also reduces the amount of time workers are away from the work-setting. Wehr (1988) states additional advantages of computer-based training include the availability of courses, pace, interactivity, consistency and time savings.

Individual training needs are easy to meet as courses are available when the trainee is able to take the course. If refresher training is needed, the trainee is able to return to the computer-based training course to review the same material that was used for the initial training. The trainee is able to complete the training course at his/her own pace and the trainee is only able to move on once a module is finished. Computer-based training eliminates the frustration of having slower learners in a training class.

Trainees taking a course using computer-based training all receive the same training which reduces the inconsistencies that can happen with instructor-led training. Computer-based training takes less time than instructor-led training which can save money due to a reduction in time away from the job (Wehr, 1988).

Additional advantages of computer-based training include the responsiveness of different learning styles, ability to update material quickly and easily, and no minimal class size (Lewis, 1999). Computer-based training courses can also include resources to cover the different types of learning styles (audio, visual, etc.). The course content for computer-based training can be updated very quickly and the updates can easily be shared with everyone in the company. This allows for the newest material to be covered in the courses. As computer-based training courses are available when needed, there is no minimal class size required which eliminates a constraint instructor-led courses may have.

The costs of creating and administering a course using computer-based training are much lower than a course using instructor-led training (Wehr, 1988). Computer-based training eliminates the need for travel costs as well as presentation costs. The main cost for computer-based training courses is for the development of the courses.

Previous studies show that there are advantages to using computer-based training. A study, The Impact of Classroom Instruction Versus Computer-Based Instruction on Participant Learning of Technical Information, found computer-based training as effective as classroom training (Wendt, 2000). Another study reveals computer-based training may be an effective alternative to classroom training (Harp, Stazinger, & Taylor,

1998). A third study finds computer-based training to be as effective as classroom training while reducing instructional time (Maul & Spotts, 1993).

Along with these advantages, O'Connell (2002) finds disadvantages of computer-based training in comparison to instructor-led training. The trainee's background in using computer and software systems can have a negative impact on the effective of computer-based training. The trainee may not be able to successfully manipulate the computer-based training course and learn the material to a satisfactory level. This may result in poor ratings, regardless of how outstanding the material may be (O'Connell, 2002).

Another disadvantage of computer-based training is the elimination of the classroom setting and peers (Galagan, 1987). Classroom discussion can provide different insights on a training topic and can provide examples how to use the new information in day-to-day activities.

Summary

This literature review examines areas directly related to the subject of this study. It is necessary to evaluate training courses to ensure the course objectives are met as well as to ensure the training course meets the needs of the trainee. Computer-based training has many advantages and saves time and money for companies. Chapter three will discuss the subject selection and description, instrumentation, data collection procedures, and data analysis used in the methodology to complete this study.

Chapter III: Methodology

The purpose of this study was to determine employee perceptions towards computer-based training courses. The following research questions were addressed:

1. What are the employee perceptions towards computer-based training in comparison to instructor-led classroom training?
2. Do computer-based training courses sufficiently enhance the learning experience?
3. Do computer-based training courses provide effective course material?

Subject Selection and Description

The participants of this voluntary survey were employees of the claims department. The participants were Claims Processors, Field Service Representatives, Subject Matter Experts, Supervisors, and Business Managers. The participants' tenures with the company varied as did their full or part-time status.

Instrumentation

A survey (Appendix B) was developed and distributed to the claims processing team using Zoomerang software to administer the survey. The communications department sent an email out to the claims processing team with the instructions and the link to the survey. The selected employees were given the necessary time to complete this survey. The survey gathered information regarding employee perception towards computer-based training. A four-point Likert scale was used to measure the responses. The responses included: 1- strongly disagree, 2- disagree, 3-agree, 4-strongly agree. The

four-point Likert scale was used to eliminate a neutral response to the survey questions. The survey also gathered demographic information including age, gender, and length of employment.

Data Collection Procedures

A 19 question survey (Appendix B) was administered to the claims department to assess their perception towards computer-based training. The survey included 10 quantitative questions which provided the basis for future changes to the computer-based training courses. The researcher worked with the communications department to create and administer the survey utilizing company email. The data were compiled by the communications department and provided to the researcher.

Data Analysis

The 19 question survey consisted of 10 Likert scale quantitative questions where the participants selected a value given to each survey question. There were four questions where the participants answered either yes or no and the participants were given opportunity to answer two open-ended questions, along with space for any additional comments. The descriptive values for each question were compiled to determine employee perception towards computer-based training. The data were then rank ordered by mean score.

Chapter IV: Results

The purpose of this study is to determine employee perceptions towards computer-based training. This chapter details the results from the survey (Appendix B) administered to the claims department at Company X. The survey was distributed to 555 employees with 289 employees responding for a 52% response rate. The responses from this study were used to meet the objectives of this study and identify areas for enhancements of computer-based training courses.

Research Objectives

The objectives of this study were:

1. To discover employee perceptions towards computer-based training in comparison to instructor-led classroom training.
2. To determine if computer-based training courses sufficiently enhance the learning experience.
3. To determine if computer-based training courses provide effective course material.

Demographic Information

Data were collected to find the following demographics: age, gender and length of employment. As shown in table one, the ages of the 289 participants ranged from under 20 years to 60+ years with 45% in the 20-30 age category.

Table 1

Age Demographic Data

Age	No. of Respondents
Under 20	3
20-25	60
26-30	68
31-35	38
36-40	23
41-45	31
46-50	30
51-55	18
56-60	9
60 and older	9

The study indicates of the 289 participants, 87% are female and 13% are male.

Table 2

Gender Demographic Data

Gender	No. of Respondents
Male	37
Female	252

The study indicates of the 289 participants, 42% of the subjects have been employed with the company between one and four years.

Table 3

Length of Employment Demographic Data

Length of Employment	No. of Respondents
Less than 6 months	65
6-12 months	40
1-2 years	74
2-4 years	45
4-6 years	8
6 or more years	67

Survey Questions

The survey consisted of three sections. Section one consisted of four questions to be answered with either a yes or no. Section two consisted of 10 quantitative statements with the participant rating their agreement to statements using a Likert scale. Section three consisted of two open-ended questions allowing the participants the opportunity to provide detailed answers to the questions. Space was also provided for additional comments if needed.

Section One

Question one: In the past year, I have enrolled in a computer-based training course through Learnwell? The results indicate 75% of the participants have enrolled and 25% have not enrolled in a computer-based training course through Learnwell.

Table 4

Enrolled in CBT Course

Answer	No. of Respondents
Yes	216
No	73

Question two: In the past year, my Supervisor has enrolled me in a course to complete through Learnwell? The results indicate 64% of the participants have and 36% have not been enrolled in a course by their Supervisor.

Table 5

Supervisor Enrollment in Course

Answer	No. of Respondents
Yes	186
No	103

Question three: I am aware I am able to enroll in courses through Learnwell? The results indicate 80% of the participants are and 20% are not aware they are able to enroll in courses through Learnwell.

Table 6

Personal Enrollment in Courses

Answer	No. of Respondents
Yes	231
No	58

Question four: I was required to repeat a course in the past year? The results indicate 20% of the participants were and 80% were not required to repeat a course.

Table 7

Repeat Course

Answer	No. of Respondents
Yes	57
No	232

Section Two

Statement one: Adequate time is allowed to complete computer-based training courses. The results indicate 3% strongly disagreed, 3% disagreed, 52% agreed, and 42% strongly agreed.

Table 8

Adequate Time is Allowed

Rating	No. of Respondents
Strongly Disagree	9
Disagree	10
Agree	148
Strongly Agree	119

Statement two: I use the allotted time to complete computer-based training courses. The results indicate 2% strongly disagreed, 12% disagreed, 58% agreed, and 28% strongly agreed.

Table 9

Allotted Time is Used

Rating	No. of Respondents
Strongly Disagree	7
Disagree	33
Agree	163
Strongly Agree	80

Statement three: Computer-based training courses provide sufficient information. The results indicate 3% strongly disagreed, 14% disagreed, 73% agreed, and 21% strongly agreed.

Table 10

CBT Courses Provide Sufficient Information

Rating	No. of Respondents
Strongly Disagree	3
Disagree	14
Agree	206
Strongly Agree	61

Statement four: Computer-based training courses have sufficient interactive modules. The results indicate 4% strongly disagreed, 18% disagreed, 66% agreed, and 26% strongly agreed. There were four participants who did not respond to this statement.

Table 11

CBT Courses Have Sufficient Interactive Modules

Rating	No. of Respondents
Strongly Disagree	4
Disagree	18
Agree	189
Strongly Agree	74

Statement five: I retain the information provided in the computer-based training courses. The results indicate 2% strongly disagreed, 19% disagreed, 64% agreed, and 15% strongly agreed. There were four participants who did not respond to this statement.

Table 12

Retain Information

Rating	No. of Respondents
Strongly Disagree	6
Disagree	55
Agree	182
Strongly Agree	42

Statement six: I find the self-paced style of computer-based training beneficial. The results indicate 1% strongly disagreed, 5% disagreed, 57% agreed, and 37% strongly agreed. There were four participants who did not respond to this statement.

Table 13

Self-Paced Style

Rating	No. of Respondents
Strongly Disagree	4
Disagree	13
Agree	162
Strongly Agree	106

Statement seven: Computer-based training courses meet my training needs. The results indicate 4% strongly disagreed, 19% disagreed, 61% agreed, and 16% strongly agreed. There were four participants who did not respond to this statement.

Table 14

CBT Courses Meet Training Needs

Rating	No. of Respondents
Strongly Disagree	11
Disagree	53
Agree	174
Strongly Agree	47

Statement eight: Computer-based training courses are effective alternatives to instructor-led classroom courses. The results indicate 4% strongly disagreed, 18% disagreed, 54% agreed, and 25% strongly agreed. There were four participants who did not respond to this statement.

Table 15

CBT Courses are Effective Alternatives

Rating	No. of Respondents
Strongly Disagree	10
Disagree	51
Agree	153
Strongly Agree	71

Statement nine: I have had opportunities to provide feedback on computer-based training courses. The results indicate 6% strongly disagreed, 27% disagreed, 49% agreed, and 18% strongly agreed. There were seven participants who did not respond to this statement.

Table 16

Opportunities to Provide Feedback

Rating	No. of Respondents
Strongly Disagree	18
Disagree	76
Agree	138
Strongly Agree	50

Statement ten: I provide feedback on computer-based training courses when given the opportunity. The results indicate 3% strongly disagreed, 17% disagreed, 63% agreed, and 16% strongly agreed. There were four participants who did not respond to this statement.

Table 17

Provide Feedback When Given Opportunity

Rating	No. of Respondents
Strongly Disagree	9
Disagree	49
Agree	180
Strongly Agree	47

Section Three

Question one: Do you prefer computer-based training or instructor-led classroom training? The results indicate 53% prefer computer-based training and 45% prefer instructor-led classroom training. There were six participants who did not respond to this question. The participants had the opportunity to explain their choice and the majority who chose computer-based training preferred it due to the convenience of completing the course at their own pace and less time to complete (especially for telecommuters as they do not need to come in to the office). The majority of the participants who chose instructor-led classroom training preferred this delivery method based on interaction with others and having the ability to ask questions.

Table 18

Training Delivery Preference

Delivery Method	No. of Respondents
Computer-based training	154
Instructor-led classroom training	129

Question two: What changes would you suggest for future computer-based training courses? There were 117 participants who provided suggestions for future computer-based training courses. There were five main topics the suggestions surrounded are: the number and speed of interactions, the ability to ask questions or review most common questions, the pace of the current CBT courses, the course topic (relate to current position), and having more time to complete without pressure of production.

Additional Comments: There were 38 participants who provided additional comments. The top three topics for the additional comments include: some of the CBT courses are too lengthy to remember all of the information at one time; the CBT courses are repetitive especially around compliance, and CBT courses are great for people who can learn by reading but difficult for those who learn by listening.

Summary

The results state that the participants are generally satisfied with computer-based training as a training delivery method. More than half of the participants believe CBT courses provide sufficient information and meet their training needs. Participants would like to have the opportunity to provide feedback more often than they currently do.

Chapter five will include a summary, conclusions, and recommendations for future computer-based training courses. The researcher will apply the survey results to develop the recommendations.

Chapter V: Discussion

The purpose of this study was to determine the perceptions employees of Company X have towards the computer-based training courses currently used within the company. The company is considering using computer-based training courses to replace instructor-led classroom training to eliminate the need for telecommuters to return to the office for training. The study results identify areas of focus for delivering computer-based training courses in the future.

Research Objectives

The objectives of this study were as follows:

1. To discover employee preferences towards computer-based training in comparison to instructor-led classroom training.
2. To determine if computer-based training courses sufficiently enhance the learning experience.
3. To determine if computer-based training courses provide effective course material.

In this chapter, the research results have been summarized and conclusions and recommendations have been made.

Summary of the Research Process

This study began with an introduction to the problem, the purpose and objectives of the study, and other background information. A review of literature was completed which provided background information on training evaluation, perception, and advantages and disadvantages of computer-based training. A 19 question survey was

created and administered to the 555 members of the claims department. The response rate for this survey was 52%.

Conclusions

The results from section one of the survey (Appendix B) show the majority of the participants (75%) have enrolled in computer-based training courses through Learnwell, and 80% of the participants are aware they can enroll in CBT courses. In addition, many participants (64%) have had Supervisors enroll them in a computer-based training course. Only 20% of the participants have been required to repeat a course through Learnwell in the past year. These results support previous studies that show computer-based training courses are as effective as classroom training (Wendt, 2000).

Section two results show an agreement to all 10 statements. The participants feel computer-based training courses provide sufficient information (94% of the respondents agreed or strongly agreed) while providing sufficient interactive modules (92% of the respondents agreed or strongly agreed). The participants believe adequate time is allowed to complete computer-based training courses (94% of the respondents agreed or strongly agreed) and 86% of the participants use the allotted time given. Most participants (94% agreed or strongly agreed) find the self-paced style of computer-based training to be beneficial and 79% retain the information provided in CBT courses.

The data shows 79% of the participants believe computer-based training courses are effective alternatives to instructor-led classroom courses and 77% of the participants stated CBT courses meet their training needs. These results also support previous studies that state CBT may be an effective alternative to classroom training (Maul & Spotts, 1993). Many participants (67%) state they have had opportunities to provide feedback on

computer-based training courses, while 79% of the participants state they provide feedback when given the opportunity.

Section three of the survey shows that 53% of the participants prefer computer-based training over instructor-led classroom training. The participants who prefer computer-based training do so because of the convenience of completing CBT courses at their own pace. They also enjoy CBT courses as they do not take as long as classroom courses. CBT courses also save time for telecommuters as they do not need to drive to the office for training.

The participants were given the opportunity to provide suggestions for future computer-based training courses along with additional general comments. The majority of the suggestions were related to the pace of the current CBT courses, the ability to get questions answered, the speed and number of interactions, and time to complete CBT courses without feeling pressure from Supervisors regarding production.

This study resulted in three major conclusions:

1. The participants are aware computer-based training courses are available for enrollment.
2. The participants find computer-based training courses to be effective and CBT courses meet their training needs.
3. The preferred method of training delivery is computer-based training.

Recommendations

The following recommendations are made based on the results of this study:

1. Create computer-based training courses on modules currently delivered via classroom training.

2. Create computer-based training courses for topics relating to claims processing (review training).
3. Increase the speed of current interactive screens in existing computer-based training courses.
4. Add a section to computer-based training courses regarding the most common asked questions of the course topic.
5. Allow participants to provide feedback on all computer-based training courses.

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Appendix A: Cover Letter

Employee Perceptions Towards Computer-Based Training

You have been selected to participate in a survey regarding computer-based training (CBT) courses. The goal of this survey is to assess your overall perception of the CBT courses used for compliance purposes as well as for personal and professional growth.

The feedback from this survey will be used for research to complete a study on "Employee Perceptions of Computer-Based Training" as well as to improve the current computer-based training courses used today.

Please read the following information to fully understand the potential risks, benefits, and confidentiality components of this study.

Please complete the on-line survey on or before November 9, 2007.

Potential risks and confidentiality components:

1. Participation in this survey is strictly voluntary.
2. The responses obtained in this survey will be kept confidential.
3. The data will contain no identifiers linking responses back to the subjects after the survey is submitted.
4. Completing the survey will take 5-10 minutes of your time.
5. Participation in this study does not present any risk to you.

Benefits:

1. This information may be used to improve computer-based training courses and increase or decrease the number of computer-based training courses used.
2. A summary of the results will be shared with Senior Leadership and the training department.

IRB Approval:
This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator: Amy Gustafson,
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152 Vocational Rehabilitation Bldg.
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Consent to participate:

By clicking on the highlighted link below, you are giving your informed consent as a participating volunteer in this study. It also indicates you understand the purpose, risks, benefits, and confidentiality components of this study.

To begin the survey, please click on the link below.

Appendix B: Survey

Demographic Information:

Select the category that represents your age:

Under 20

20-25

26-30

31-35

36-40

41-45

46-50

51-55

56-60

60 and older

What is your gender: Male Female

Length of Employment with the company:

Less than 6 months

6-12 months

1-2 years

2-4 years

4-6 years

6 or more years

Section One
Please answer the following questions either yes or no.

1. In the past year, I have enrolled in a computer-based training course through Learnwell.
   Yes No

2. In the past year, my Supervisor has enrolled me in a course to complete through Learnwell.
   Yes No

3. I am aware I am able to enroll in courses in Learnwell.
   Yes No

4. I was required to repeat a course in the past year.
   Yes No

Section Two
Please rate your agreement with the statements below on a scale of 1 to 4.

1 = Strongly disagree	2 = Disagree
3 = Agree	4 = Strongly agree

1. Adequate time is allowed to complete computer-based training courses. 1 2 3 4
2. I use the allotted time to complete computer-based training courses. 1 2 3 4
3. Computer-based training courses provide sufficient information. 1 2 3 4
4. Computer-based training courses have sufficient interactive modules. 1 2 3 4
5. I retain the information provided in the computer-based training courses. 1 2 3 4
6. I find the self-paced style of computer-based training beneficial. 1 2 3 4
7. Computer-based training courses meet my training needs. 1 2 3 4
8. Computer-based training courses are effective alternatives to instructor-led classroom courses. 1 2 3 4
9. I have had opportunities to provide feedback on computer-based training courses. 1 2 3 4
10. I provide feedback on computer-based training courses when given the opportunity. 1 2 3 4

Section Three
Please answer the following questions.

1. Do you prefer computer-based training or instructor-led classroom training? Please explain why or why not.

2. What changes would you suggest for future computer-based training courses?

Additional Comments: