

Conduct of Training Evaluation Process

1.0 Purpose

This desk instruction documents the overall evaluation process used by Conduct of Training. The elements involved in the process are Level I Evaluations, Level II Evaluations, Level III Evaluations, student surveys, course evaluations, instructional evaluations, and course observations. Feedback identified in the evaluation process is used to determine course and instructional effectiveness and identify improvements.

Additional information is available in a document entitled, "[Evaluation Process Background Information](#)" available on the HAMMER share drive under the Training Evaluations folder.

2.0 Level I Evaluations

Level I Evaluations measure the students' reaction to a course. End-of-course surveys collect immediate student feedback on the course, instructor, and learning environment (e.g., facility and props). The Level I Evaluation form uses a rating scale from 1 to 4 (1-Very Unfavorable, 2-Unfavorable, 3-Favorable, 4-Very Favorable).

2.1 Preparation

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
COT Clerk	1	Print original Level I Evaluation form from T:\Level One Evaluation - HAMMER Hanford Training.
	2	Place request for copies of form from Reproduction Services.
	3	Deliver Level I Evaluations forms to classrooms each morning before classes start.

2.2 Process Completed Forms and Issue Reports

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
COT Clerk	1	Scan/enter completed Level I Evaluations data in Level I database (daily).
	2	Email or print and distribute Course Level I Reports (daily). <ul style="list-style-type: none">▪ Course point of contact (POC)▪ Course instructor▪ Achieving Excellence in Training (AET) Program Manager▪ Selected course providers
	3	Print and distribute Facility Report (monthly). <ul style="list-style-type: none">▪ Operations▪ COT Manager
	4	Print and distribute Cafeteria Report (monthly). <ul style="list-style-type: none">▪ Cafeteria Buyer's Technical Representative
	5	Print and distribute Ratings and Charts Report (monthly). <ul style="list-style-type: none">▪ COT Manager

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2.3 Review and Resolution of Feedback

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
AET Program Manager	1	Review Course Level I Reports.
	2	If rating < 3 in any of three areas (course, instructor, facility), <ul style="list-style-type: none"> ▪ Schedule course evaluation or informal course observation. ▪ Alert POC of the potential problems.
	3	If issue(s) identified in comments section, <ul style="list-style-type: none"> ▪ Provide identified issues to POC and/or COT Manager. ▪ Contact student if possible for clarification. ▪ Schedule course evaluation or informal course observation. Determine need to verify implementation of resolution after closure. ▪ Forward information for entry into Feedback database or Evaluation Action Tracking System (EATS).
POC or COT Manager	4	Review issue(s).
	5	Determine resolution.
	6	Notify management as necessary.
	7	Provide update on resolution for entry into EATS.

2.4 Document and Closure of Issues

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
Admin Specialist	1	Enter non-sensitive issue into EATS database.
AET Program Manager	2	Track progress of issue by staying in contact with involved parties.
	3	Report resolution to Admin Specialist.
Admin Specialist	4	Enter resolution(s) as identified by POC, COT Manager, or AET Program Manager.
	5	Notify student (if known) when issue resolved.

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2.5 Verify Implementation of Issue Resolution

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
AET Program Manager, COT Manager, COT Clerk	1	Review report of open issues (monthly).
	2	For issues flagged for verification, verify resolution was implemented.
	3	Provide update that verification was performed for entry into EATS.

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3.0 Level II Evaluations

Level II Evaluations measure the learning the students have achieved. A training program can teach knowledge, skills, and attitudes. Written and oral examinations, as well as in-class instructor questioning, can be used to determine changes in students' knowledge or attitudes. Performance evaluations can be used to determine students' skill development. A Level II Evaluation can act as a type of quality assurance process. A review of test answers gives an indication of how well the learning objectives were acquired by the students. An analysis of the test results can be used to improve the quality of the design and/or the delivery of the training. The test results for an individual provides feedback to the student on areas of strengths and opportunities for improvement.

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
POC	1	Select appropriate evaluation techniques (e.g., written examination, oral board, performance evaluation, and pre- and post-test).
Instructor	2	Conduct evaluation in accordance with Training Program Description and/or Lesson Plan.
	3	Document results of evaluation in accordance with Training Program Description and/or Lesson Plan.
POC/ Instructor	4	Monitor evaluations in accordance with Training Program Description and/or Lesson Plan.
POC	5	If corrective actions are identified, review/update applicable phase(s) in the training process as necessary.

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4.0 Level III Evaluations

Level III Evaluations determine if students have transferred skill and knowledge acquired in a training program to their job. The steps below are recommended. The steps are suggested and not mandatory. The COT Manager and Lead may pick and choose steps to be performed based on the purpose and scope of the Level III Evaluation.

4.1 Design

<i>Actionee</i>	<i>Step</i>	<i>Action</i>	
COT Manager	1	Identify training program to be evaluated.	
	2	Select team members.	
	3	Determine decision(s) to be made.	
	4	Determine purpose.	
Lead and COT Manager	5	Decide type of information needed <ul style="list-style-type: none"> ▪ What information is needed ▪ From whom ▪ How to collect ▪ When is the sample time period 	
Lead	6	Create survey instrument.	
Lead	7	Establish timeline.	
Lead	8	Establish measures, if any	
COT Manager	9	Approve: <ul style="list-style-type: none"> ▪ Survey instrument ▪ Timeline ▪ Measures 	
		10	Issue notifications to target audience and management.

4.2 Data Collection

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
Admin Specialist	1	Issue surveys
Team	2	Conduct interviews.
Lead	3	Obtain related documents, as applicable.
Team	4	Conduct field reviews/observations.
Team	5	Collect data from focus groups.

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4.3 Review Training Materials

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
Lead	1	Review Lesson Plan/Course Objectives
	2	Review student handouts.
	3	Review Level I summary data.
	4	Review Level II summary data.

4.4 Data Analysis

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
Admin Specialist	1	Compile data.
Lead	2	Analyze data.

4.5 Observations/Recommendations

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
	1	From analysis of data, develop observations.
	2	Develop recommendations to address observations, as applicable.

4.6 Report Preparation/Issuance

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
Lead	1	Draft report.
	2	Issue draft report for management review
COT Manager	3	Provide comments/approve report
Lead and COT Manager	4	Conduct closeout meeting.
Lead	5	Issue report

4.7 Recommendation Tracking

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
Lead	1	Create file to track recommendations and actions taken.
	2	Update file when resolution(s) provided.

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5.0 Student Surveys

The Student Survey Process elicits student feedback on classes attended at the HAMMER campus. Feedback obtained from the student survey process supplements feedback obtained from Level I Evaluations. The target audiences are based on a random sampling of courses and students.

5.1 Conduct Survey

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
Admin Specialist	1	Select random sample of completed courses.
	2	Send survey request to selected students. <i>Note: Email message include hyperlink to survey tool.</i>

5.2 Review and Resolution of Feedback

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
Admin Specialist	1	When survey period is over, analyze survey data
	2	Identify potential opportunities for improvement (issues)
	3	Provide feedback to: <ul style="list-style-type: none"> ▪ POC ▪ Operations ▪ Management
Admin Specialist	4	Enter issue into EATS database.
POC or COT Manager	5	Determine resolution.
	6	Notify management as necessary.
	7	Provide update on resolution for entry into EATS.
Admin Specialist	8	Enter resolution(s) as identified.

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6.0 Course and Instructional Evaluations

Course and Instructional Evaluations are conducted simultaneously. A course evaluation is an evaluation of the training material to determine if training activities are analyzed, designed, developed, and evaluated in a way that meets the specific training drivers, and when presented as developed will produce the desired change in the student's performance. An Instructional evaluation is an evaluation of the instructional and On the Job Training aspects of providing training material to determine the adequacy and effectiveness of the instructional portion of the ADDIE model. An instructional evaluation documents the observation of an instructor presenting the training activity.

Items identified for improvement in evaluations are tracked utilizing the Evaluation Action Tracking System (EATS). The EATS is used to track items that have importance across the HAMMER/Hanford Training organization.

6.1 Plan

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
AET Program Manager	1	Determine courses to be evaluated for fiscal year schedule based on the course's biennial revision date in the Biennial Review Master Schedule. Those courses due for biennial review will receive an evaluation at least two months prior to the revision date, unless limited scheduling prohibits.
	2	Request approval of proposed evaluation schedule from COT Manager.
COT Manager	3	Approve proposed evaluation schedule.
AET Program Manger	4	Create master evaluation schedule.
COT Manager and/or AET Program Manager	5	Assign and communicate with evaluators to designated courses.
Evaluator	6	Request Open Sessions report from Admin Specialist or by running a Course Description Report from the Hanford Intranet (http://hrprodweb1.rl.gov/ItemAppPublic/course_catalog.aspx).
	7	Select date(s) to conduct evaluation(s).
	8	Submit schedule to AET Program Manager. <i>Note: Provide notifications of schedule changes as they occur.</i>
AET Program Manager	9	Update schedule.

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6.2 Preparation

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
Evaluator	1	Notify course POC of schedule for evaluations.
	2	Notify instructor of schedule for evaluations.
	3	Request and review course materials from POC and/or instructor. <ul style="list-style-type: none"> ▪ Lesson Plan including Review and Approval Sign Off Sheet ▪ Student text and handout materials ▪ Level I Evaluations for past 3 classes or 6 months ▪ Training Activity Sheet (available from ITEM) ▪ Other documents as necessary <p><i>Note: Contact Joan Howard for Lesson Plans for HAMMER/Hanford Training courses that are provided by EnergX.</i></p>
	4	Print Course and Instructional Evaluation Form found at T:\Training Evaluations.

6.3 Perform Evaluation

<i>Actionee</i>	<i>Step</i>	<i>Action</i>														
Evaluator	1	Plan to conduct evaluation for the amount of time shown in the table below as a minimum.														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Class Length</th> <th style="text-align: left;">Hours to Evaluate</th> </tr> </thead> <tbody> <tr> <td>Less than 8 Hours</td> <td>Entire length of the Class</td> </tr> <tr> <td>8 Hours</td> <td>8 Hours</td> </tr> <tr> <td>16 Hours</td> <td>8 Hours</td> </tr> <tr> <td>24 Hours</td> <td>12 Hours</td> </tr> <tr> <td>36 Hours</td> <td>16 hours</td> </tr> <tr> <td>40 Hours</td> <td>20 Hours</td> </tr> </tbody> </table>	Class Length	Hours to Evaluate	Less than 8 Hours	Entire length of the Class	8 Hours	8 Hours	16 Hours	8 Hours	24 Hours	12 Hours	36 Hours	16 hours	40 Hours	20 Hours
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	Note: Evaluation should include feedback on each instructor who presents if the course has multiple instructors.															
2	While conducting the evaluation, wear appropriate footwear for the course topic and other appropriate personal protective equipment (PPE) as identified on the Training Activity Sheet. If possible, the evaluator should wear a HAMMER shirt identifying himself/herself as a member of the HAMMER/Hanford Training organization.															
3	Arrive at least 5 to 10 minutes early to observe classroom preparation and instructor interaction with incoming students.															
4	Identify yourself as HAMMER/Hanford Training staff to the instructor(s).															
5	Compare training materials used in class with those given to you from POC and instructor. Note any discrepancies on the Course and Instruction Evaluation Form.															

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<i>Actionee</i>	<i>Step</i>	<i>Action</i>
	6	Use Course and Instructional Evaluation Form as checklist of areas to evaluate and note taking. <ul style="list-style-type: none"> ▪ Document positive observations and areas needing attention or changes. ▪ Document use of lessons learned (whether formal or anecdotal). ▪ Document active learning exercises, activities, and other learning transfer strategies observed. ▪ Document suggested opportunities to incorporate active learning and hands-on exercises and activities into the curriculum. ▪ Include an overall summary of your observation at the bottom of the evaluation.

6.4 Document Evaluation

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
Evaluator	1	Complete evaluation forms within two weeks of evaluation.

6.5 Provide Feedback

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
Evaluator	1	Arrange to meet with instructor at a mutually acceptable time and location.
	2	Review Course and Instructional Evaluation with instructor. <ul style="list-style-type: none"> ▪ Discuss instructor's good qualities first, followed by any areas where improvements may be warranted.
	3	Ask instructor if any changes are needed (e.g., factual accuracy).
	4	Make any necessary changes to documentation.
	5	Ask instructor to sign and date evaluation form.
	6	Sign and date evaluation form.

6.6 Finalize Documentation

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
Evaluator	1	Submit Course and Instructional Evaluation forms to AET Program Manager.
AET Program Manager	2	Deliver completed evaluation to COT Manager.
COT Manager	3	Review, sign, and date evaluations and return to AET Program Manager.
AET Program Manager	4	Distribute hard copies of evaluations. <ul style="list-style-type: none"> • Instructor (s) • POC • Responsible course training manager/provider
	5	File evaluation forms.

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6.7 Review and Resolution of Issues

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
AET Program Manager	1	Review evaluation forms for opportunities for improvement and any action items.
	2	If areas of improvement or changes were identified: <ul style="list-style-type: none"> ▪ Provide identified issues to POC and/or applicable Manager. ▪ Determine need to verify implementation of resolution after closure. ▪ Fill out Evaluation Action Tracking System Data Entry Information Form found at T:\Training Evaluations. ▪ Forward information for entry into EATS via email to Admin Specialist (Janette Pettey).
Admin Specialist	3	Insert information into EATS and establish tracking number.
Course POC or COT Manager	4	Determine resolution and action plan.
	5	Provide status to AET Program Manager regarding the resolution of the issue.
AET Program Manager	6	Provide status on resolution to Admin Specialist for entry into EATS.
Admin Specialist	7	Enter status and final resolutions as identified into EATS.
	8	Close EATS item when complete.

6.8 Verify Implementation of Issue Resolution

<i>Actionee</i>	<i>Step</i>	<i>Action</i>
COT Manager, AET Program Manager, and Admin Specialist	1	Review EATS report of both open and closed issues (monthly).
AET Program Manager	2	For issues flagged for verification, verify resolution with assignee that the resolution was implemented.
	3	Provide update that verification was performed for entry into EATS.

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7.0 Course Observations

A course observation is an informal evaluation of a course. A need for a course observation may be identified from Level I Evaluation feedback or other emerging actions. Follow the steps 6.2 through 6.8 for course and instructional evaluations.