PROGRAMS AND SERVICES
EVALUATION OF TRAINING ACTIVITIES

<u>Evaluation of Training Activities</u>

Unlike other Association functions which are centralized within individual departments, training responsibilities are shared by all departments. Therefore, the responsibility for monitoring and control of the training function lies with the Manager, Member Services Unit. So that the Manager, Member Services Unit will have the necessary information for this monitoring process, all departments shall adhere to the following procedures.

Training programs will be evaluated against the following Associationwide standards:

A. Content Relevancy

    1. Standard

        Topics included are based on the most uptodate needs analysis information available, including inservice needs assessment surveys, as well as the judgment of professional staff. Program content is relevant to the needs and expectations of registrants.

    2. Indicators

        a. Analysis is based on and reflects the judgment of individuals who are closely involved with board of education work.
        b. Analysis identifies skills and knowledge required now and in the foreseeable future.
        c. Program promotional material clearly identifies program content and objectives.

B. Program Objectives and Design

    1. Standard

        The program design is consistent with specified objectives, includes the use of effective training techniques, and provides for program evaluation.

    2. Indicators

        a. Techniques and methods of instruction are consistent with the findings of educational research, researchbased theories on how adults learn, and new developments in training aids, materials and techniques.
        b. The schedule of programs is coordinated with other departments, allowing for the economical but effective use of training resources including instructors, equipment and facilities.
        c. Coverage and emphasis in the course is consistent with well defined objectives, which are in turn based on the training needs of the participants.

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       d.   Mechanisms designed to provide information on the results of training during and at the conclusion of the program, including (but not limited to) standard evaluation forms, are included in a plan of instruction.

C. Program Administration

   1. Standard

   All aspects of the administration of training are in support of training. All resources are economically but effectively used in reaching the training objectives.

   2. Indicators

      a.   Registration procedures are simple and efficient, calling for minimum time investment by participants and registrars.
      b.   Adequate provision is made for adjustments in course content and emphasis in order to meet changing conditions and to improve the conduct of the program.
      c.   Instructors are well qualified in the subject and in training techniques.
      d.   Adequate provisions are made for economical but effective use of training aids, printed instructional materials, equipment and facilities.
      e.   Instructors have adequate time for preparation (as determined by experience and agreement) and are evaluated on their performance of all assigned responsibilities.
      f.   Instructors are free of administrative duties not directly related to instruction.
      g.   Program costs and revenues will meet budget projections.

D. Training Process

   1. Standard

   Instruction is thorough and systematic. All techniques and procedures are consistent with the psychology of learning. Objectives of the program are being met.

   2. Indicators

      a.   Methods of instruction are adjusted to fit the situation.
      b.   There is adequate provision for learning by doing and the application of principles through exercises and problems.
      c.   Instructional techniques are skillfully used.
      d.   Participants participate constructively in class discussion.

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      e.   Training aids are consistent with course objectives and are skillfully used to facilitate learning.

      f.   Written instructional materials are well selected or prepared, and are consistent with program objectives.

E. Program Results

    1. Standard

       Abilities and attitudes developed through training are consistent with the stated objectives and the course content and emphasis. End-of-program results are considered as a guide to modifications in the training. Emphasis in measuring results is placed on the ability to apply information and knowledge to practical problems.

    2. Indicators

      a.   Participants evaluate the program in terms of its stated objectives.

      b.   Where practical, followup evaluation is conducted at an appropriate time interval. This evaluation includes a request for participants to describe specific incidents where skills and/or knowledge gained through the program have been used.

The above standards are stated in general terms so as to be broadly applicable. Their purpose is to provide a framework within which each department can establish specific standards relevant to individual training programs. Program developers need to answer the following questions in order to make the standards applicable to their training efforts:

A. Given a specific program, e.g., a policy workshop, orientation conference, etc., how will each indicator be defined? Which indicators are inappropriate for this program? How else could we determine if a standard is being met?

    For instance, one indicator of effective instruction is skillful use of instructional techniques. There may be a number of different techniques used in a program, one of which may be lecture or presentation. The program planner will have to define what constitutes an effective presentation. Included may be such things as visuals that are visible and to the point, talking with the audience rather than reading a prepared script, logical organization of content, using anecdotes or examples to reinforce main points, and/or answering questions clearly and concisely. Other training techniques such as small group discussions, simulations, role plays and exercises will have to be similarly analyzed to determine what will be considered skillful use of that technique in a given program. While none of this analysis need necessarily be written, it should be clear to an instructor what is expected of him/her vis-à-vis this standard.

B. Once the program standards have been clearly defined, how will we know they have been achieved? What evaluation methods will be used to measure the success of the program against each of the standards?

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Since each program is different, it is likely that the methods of collecting information for purposes of evaluation will vary. Among the methods available are:

1. Participant survey preprogram

2. Participant survey – post-program

3. Participant survey followup

4. Participant interviews

5. Comparison with research findings

6. Comparison with needs analysis

7. Observation of instructor

8. Assessment by external expert

9. Assessment by staff

10. Post-program interviewing of Association officers attending

11. Comparison with stated objectives

12. Comparison with budget

Whatever methods are selected, the important thing for a program planner to remember is that there needs to be some method of determining the degree to which the program has met each of the standards.

Subsequent to each program, the sponsoring department will send the following information to the Member Services Unit.

A. Attendance goals and actual attendance

B. Summary of participant evaluations

C. A memorandum from the department director summarizing staff evaluations of the program and any changes planned as a result of staff observations

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E.   A list of the topics covered and the methodology used in the delivery of the program.

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