

# Assessing Training Value

May 17, 2011



## Project Summary

A comprehensive assessment tool framework comprised of four parts (see deliverables listed below). When combined, they will assist the agency in determining the Return on Expectation of their Professional Development Programs.

A pre-learning activity assessment will be provided to the supervisor prior to the learning activity. A second assessment will be administered immediately following the learning activity. A third and fourth assessment will be administered to the supervisor and the participant between three and six months after the completion of the learning activity.

## Project Goal

A comprehensive assessment tool framework comprised of four parts (see deliverables listed below). When combined, they will assist the agency in determining the Return on Expectation of their Professional Development Programs. A pre-learning activity assessment will be provided to the supervisor prior to the learning activity. A second assessment will be administered immediately following the learning activity. A third and fourth assessment will be administered to the supervisor and the participant between three and six months after the completion of the learning activity.

The following assessment tools will be developed:

- A pre-learning activity assessment (for supervisors)
- A learning activity assessment (for participants)
- A post-learning activity assessment (for supervisor)
- A post-learning activity assessment (for participants)

## Project Benefits

In the late 1950's, Donald L. Kirkpatrick published his theory of evaluating training. His foundational principles use the four levels of training outcomes to unify learning and business functions. The four levels of training outcomes are:

Level 1: Reaction (participants react favorably to the learning event)

Level 2: Learning (participants acquire the intended knowledge, skills and attitudes based on their participation in the learning event)

Level 3: Behavior (participants apply what they learned during training when they are back on the job)

Level 4: Results (targeted outcomes occur as a result of learning events and subsequent reinforcement)

In order to evaluate whether the expected results were achieved, based on predetermined expectations by the supervisor, an assessment framework is needed to measure the learned behavior is being applied. The purpose of this project is to provide a framework by developing a series of tools to be administered to both participants and their supervisors at multiple intervals.

## Project Team

For more information about this project, contact team members

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## Learning Activity Assessment General Instructions

This tool package contains four (4) different tools to be delivered at different intervals. The interval can be determined by the facilitator of the learning activity or by response(s) provided by learners and/or supervisors. The tools included are the following:

- Pre-learning Activity Assessment for Supervisor
- Learning Activity Assessment for Learner
- Post-learning Activity Assessment for Supervisor
- Post-learning Activity Assessment for Learner

The primary thing to note about these tools is that they represent a framework and not completed products. It should be understood that parts of these documents can be taken as is; however, significant customization should be used to fully maximize the effectiveness of the assessments in order to retrieve the data desired for analysis. It should also be noted that these tools alone cannot offer detailed analysis often required by training departments.

The delivery and collection method of these assessments has not been defined. The tools have been designed so that various methods can be used once the tools are customized.

Instructions, suggestions, and/or examples are embedded directly in the assessments to better assist in the creation/customization of the assessments. These instructions appear as italicized text within the assessment tool documents.



## Pre-learning Activity Assessment

*(A discussion between the supervisor and the learner should occur before completion of this document. This document can be completed by the supervisor and learner together, but a conversation needs to occur at minimum. This document should take approximately 30 min to complete.)*

### **Learning Objectives of Learning Activity:**

*(The learning objectives for the learning activity should be listed below. These should be pre-populated by the learning activity facilitator)*

- 1.
- 2.
- 3.

1. Based on the above objectives, what knowledge, skills, and/or abilities do you expect the learner to gain from participating in this activity?

*(List here the desired outcomes of the learner. The outcomes should be specific and measureable. For example, an employee attending training on Microsoft Word should be able to create a planned document in Microsoft Word without external assistance.)*

- 1.
- 2.
- 3.
- 4.
- 5.

2. In what time frame would you expect the employee to use the above listed knowledge, skills, and/or abilities after returning from/completing the activity?

*(The facilitator could offer a suggestion of a time frame, but the supervisor should be aware of how soon after he/she expects the learner to be able to complete and/or demonstrate job tasks and/or knowledge, skills, and abilities.)*

- immediately
- 1 – 2 months
- 3 – 4 months
- 5 – 6 months



## Learning Activity Assessment

*(This assessment is completed, unless otherwise noted, by the learner immediately following the conclusion of the learning activity to gauge an immediate reaction response as well as to allow the learner time to think about how the learning objectives can be applied in his/her job duties. This assessment should take approximately 15 minutes to complete.)*

### Learning Objectives

The following is a list of objectives for this course. Please indicate how well your expectation of each objective was met using the scale provided:

*(The learning objectives for the learning activity should be listed below. This section is pre-populated by the learning activity facilitator. For each learning objective, the learner will identify to what degree the course objective expectation was met.)*

#### 1. Objective one

Exceeded	Completely met	Mostly met	Somewhat met	Not met at all
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#### 2. Objective two

Exceeded	Completely met	Mostly met	Somewhat met	Not met at all
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#### 3. Objective three

Exceeded	Completely met	Mostly met	Somewhat met	Not met at all
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Comments:

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## Learning Activity Assessment

### Methodology

The pre-work, if applicable, provided adequate preparation for the learning activity.

Not applicable	Completely	Adequately	Minimally	Not at all
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The manual(s) and/or handout(s) were designed in a manner so that it could serve as a reference after the completion of the learning activity.

Not applicable	Completely	Adequate	Minimally	Not at all
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The class discussions helped me to understand the content and achieve the stated objectives.

Not applicable	Completely	Adequate	Minimally	Not at all
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The exercises and/or activities helped me to understand the content and achieve the stated objectives.

Not applicable	Completely	Adequate	Minimally	Not at all
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The audio/visuals (flip charts, videos, etc.) helped me to understand the content and achieve the stated objectives.

Not applicable	Completely	Adequate	Minimally	Not at all
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Comments:

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## Learning Activity Assessment

### Application

How applicable was this learning activity to your current job duties?

Completely	Somewhat	Not at all
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To what degree was the content appropriate to your skill level?

Above skill level	At skill level	Below skill level
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To what degree was the content appropriate to your assessed needs?

Exceeded need	Met need	Below need	Did not meet
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What new ideas, skills, and/or knowledge have you gained from this training?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Comments:

### Content Organization

The content was logical and arranged to ensure learning activity objectives were met.

Excellent	Very good	Good	Fair	Poor
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The learning activity allowed sufficient time for the topics covered.

Just right	Not long enough	Too long
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Comments:



## Learning Activity Assessment

### Facilitator

How well did the facilitator know and understand the concepts and issues of the topic area?

Excellent	Very good	Good	Fair	Poor
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How well did the facilitator relate to the group, answer questions, and respond to concerns?

Excellent	Very good	Good	Fair	Poor
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How well did the facilitator help participants relate and apply learning activity content and knowledge?

Excellent	Very good	Good	Fair	Poor
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How well did the facilitator use methods of presentation best suited to content (e.g. lecture, discussion, exercises, audio/visuals, and/or handouts)?

Excellent	Very good	Good	Fair	Poor
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Comments:

### Environment

The classroom was suitable for this type of program.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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Comments:



# Post-learning Activity Assessment

Learner

*(This assessment is completed by the learner at the same time the Post-learning Activity Assessment is completed by the supervisor which is determined in the Pre-learning Activity Assessment and/or based on the recommendation of the learning activity facilitator. This assessment gauges the effectiveness of the training from the perspective of the learner.)*

### Learning Objectives of Learning Activity:

*(The learning objectives for the learning activity should be listed below. This section should be pre-populated by the learning activity facilitator.)*

- 1.
- 2.
- 3.

1. Identify any knowledge, skills, and/or abilities (KSA) you acquired during the learning activity. Please indicate which KSAs from the list have been demonstrated on the job since the learning activity. These KSAs could have been identified in the Application section of your Learning Activity Assessment.

*(The KSAs should be similar to the response(s) the learner indentified on the Learning Activity Assessment completed immediately following the learning activity. Learner must provide an explanation as to why the KSA was not demonstrated. For example, after a learner has attended Microsoft Word training, no projects existed to provide learner the opportunity to create a planned document using Microsoft Word.)*

KSA	Was KSA demonstrated?	If not demonstrated, why not?

2. If the KSA was not demonstrated by the time of this assessment, how do you intend to demonstrate any identified learned knowledge, skill, and/or ability or what support is required of your supervisor or additional staff to ensure that the KSAs are successfully demonstrated?

*(These support tools should not be limited to “attend additional training,” but rather focus on what learning style(s) and/or activities the learner will best acquire the necessary skills. They should identify ways the learner will seek opportunities to demonstrate the desired KSAs as well.)*

- 1.
- 2.
- 3.
- 4.



## Post-learning Activity Assessment Supervisor

*(This assessment is completed by the supervisor, unless otherwise noted, at the interval indicated on the Pre-learning Activity Assessment and/or based on the recommendation of the learning activity facilitator.)*

### **Learning Objectives of Learning Activity:**

*(The learning objectives for the learning activity should be listed below. These should be pre-populated by the learning activity facilitator.)*

- 1.
- 2.
- 3.

1. The following knowledge, skills, and/or abilities (KSA) were provided in the Pre-learning Activity Assessment. Please indicate which KSAs from the list have been demonstrated by the learner.

*(The desired outcomes of the learner are populated based on the response(s) from the Pre-learning Activity Assessment. Supervisor must provide an explanation as to why the KSA was not demonstrated. For example, after a learner has attended Microsoft Word training, no projects existed to provide employee the opportunity to create a planned document using Microsoft Word.)*

KSA	Was KSA demonstrated?	If not demonstrated, why not?

2. If the KSA was not demonstrated by the time of this assessment, how do you intend to support the learner's efforts to demonstrate any identified learned KSA?

*(These support tools should not be limited to "attend additional training," but rather focus on what learning style(s) and/or activities the learner will best acquire the necessary skills. They should also support offering opportunities for the learner to demonstrate the desired KSAs.)*

- 1.
- 2.
- 3.
- 4.