

Training Evaluation or *How do I know if they learned anything?*

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HEA

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The **Pacific Public Health Training Center** is a consortium of Schools of Public Health at UCLA, UC Berkeley, Loma Linda University, and San Diego State University, and the University of Hawaii Manoa's Office of Public Health Studies.

Objectives

- By the end of this training, participants will be able to:
 - Describe the evaluation process
 - Write questions to assess the *reactions* to a training
 - Write questions to assess *learning*
 - Describe at least 2 ways to assess *behavior*



What is Evaluation?

- "the systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of ... programs."
(Rossi & Freeman, 1993)
- “determine what to offer and how well they are offering those services. In addition, evaluation in education can identify program effects, helping staff and others to find out whether their programs have an impact on participants' knowledge or attitudes.”
(http://www.evaluationwiki.org/index.php/Evaluation_Definition:_What_is_Evaluation%3F)

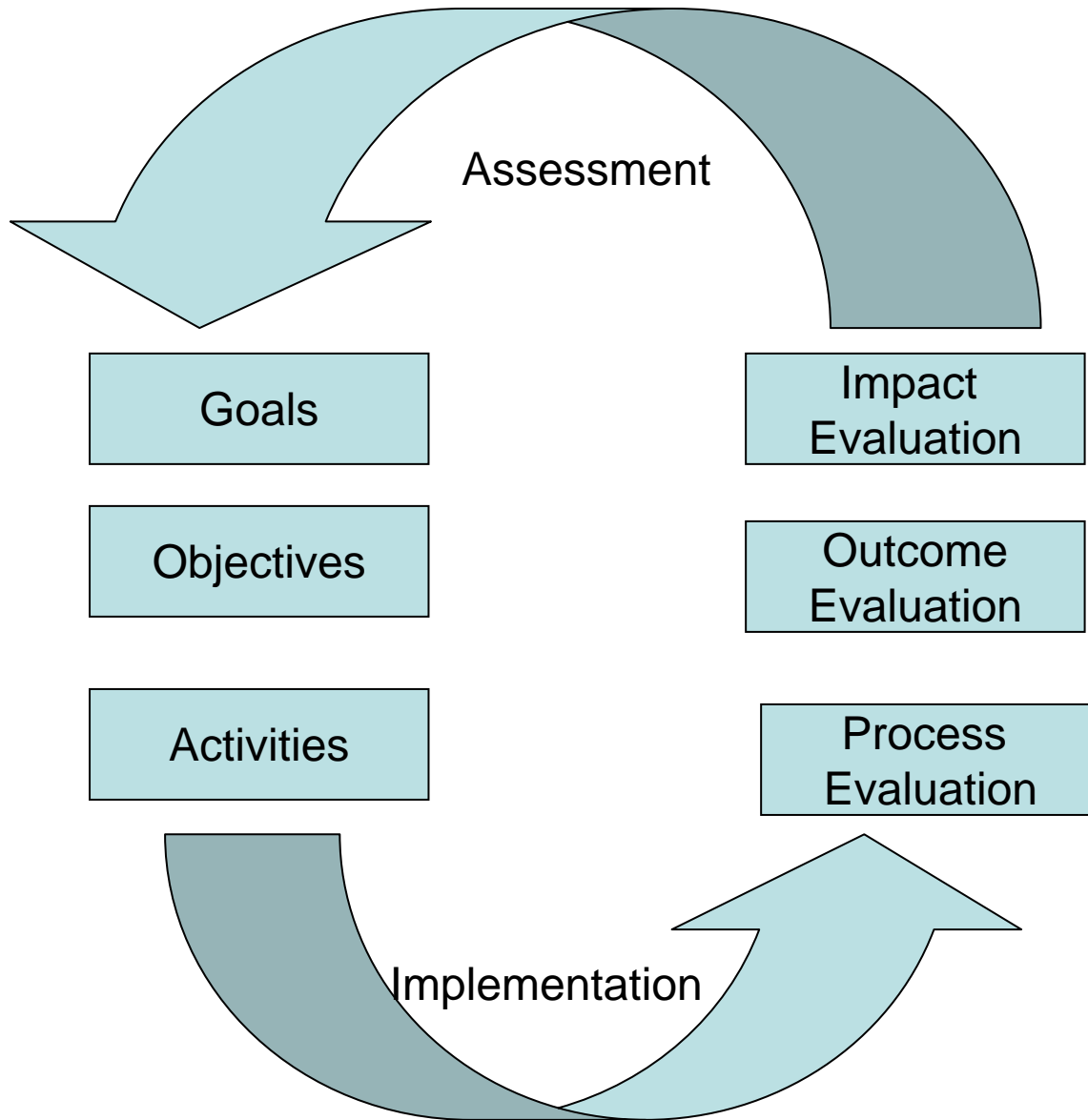


Levels of Evaluation

- Process evaluation
- Outcome Evaluation
- Impact Evaluation



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Evaluation of Training

- **Process Evaluation**

- **Reactions** - Defined as how well the trainees liked a particular training program.

- **Outcome Evaluation**

- **Learning.** "What principles, facts, and techniques were understood and absorbed by the conferees?" What the trainees know or can do can be measured during and at the end of training but, in order to say that this knowledge or skill resulted from the training, the trainees' entering knowledge or skills levels must also be known or measured.
- **Behavior.** Changes in on-the-job behavior.

- **Impact Evaluation**

- **Results.** "Reduction of costs; reduction of turnover and absenteeism; reduction of grievances; increase in quality and quantity or production; or improved morale which, it is hoped, will lead to some of the previously stated results."

Rossi & Freeman vis a vis. Kirkpatrick



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Process Evaluation/Reactions

- Did you like it?
- Did it meet your needs?
- Did it meet course objectives?
- Was the room ok?
- Was the speaker knowledgeable?
- Etc.....



Process Evaluation/Reactions

- Often requirements for CEU credit or for gathering info for funding source



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Process/Reactions

Post-Training Evaluation Questionnaire

Name of Training – Month Year

Thank you for filling out this post-training questionnaire and dropping it in the envelope marked “Post Training.” The information you provide in this questionnaire is confidential. To link pre-, post-, and follow-up questionnaire data for analyses, we would like you to create a unique identifier that you will write on the first page of each questionnaire. This identifier will be used only to link questionnaire data. It will not be used to identify you as the individual who completed the questionnaire.

Your unique identifier:

 First letter of last name

 Last 4 digits of social security number

1. In answering the following set of questions, please think about **the overall Name of Training** that was presented by the UCLA Center for Public Health and Disasters.

[This question is always used]

STRONGLY DISAGREE SOMEWHAT DISAGREE NEITHER AGREE NOR DISAGREE SOMEWHAT AGREE STRONGLY AGREE

- A. I learned something new in this training1.....2 3..... 4..... 5
- B. I learned something that I will probably use in my work in the future1.....2 3..... 4..... 5
- C. The trainer had sufficient knowledge of presented material1.....2 3..... 4..... 5



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EVALUATION FORM

NAME _____ **CHES # (if applicable)** _____
 (required for CHES credit)

Learning Objectives:

- 1) list
- 2) list
- 3) list

For our information	Excellent	Very Good	Good	Fair	Poor
1. <u>Prior</u> to taking this training, I would rate my understanding of [TRAINING TOPIC] as ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>After</u> taking this training, I would rate my understanding of [TRAINING TOPIC] as ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Training	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. This training met my learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The information will be useful in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have a clearer understanding of this topic now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The training's learning objectives were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. This was time well spent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Training Comments: _____



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Process/Reactions

10. Did the trainer meet the objectives for this training session?

Replace these objectives with the overall objectives that pertain to your training; look at your PowerPoint presentation or the CPHD website.

By the end of this training, I was better able to:

- | | | |
|---|----------|---|
| A. Identify the principles of risk communication | Yes..... | 1 |
| | No | 2 |
| B. Know how to function within a Joint Information Center | Yes..... | 1 |
| | No | 2 |
| C. Develop a risk communication plan..... | Yes..... | 1 |
| | No | 2 |
| D. Understand the role of the media in risk communication | Yes..... | 1 |
| | No | 2 |
| E. Realize the skills and strategies for effective communication during
a press conference | Yes..... | 1 |
| | No | 2 |



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Process/Reaction Logistics

11. Please rate the conference facilities. Circle the number that corresponds with your answer.

POOR FAIR GOOD VERY GOOD EXCELLENT

- a. Room lighting..... 1.....2.....3 4.....5
- b. Acoustics 1.....2.....3 4.....5
- c. Temperature 1.....2.....3 4.....5
- d. Cleanliness 1.....2.....3 4.....5
- e. Accommodations 1.....2.....3 4.....5
- f. Conference meals..... 1.....2.....3 4.....5
- g. Conference/hotel location 1.....2.....3 4.....5



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Process/Reactions

What are the strengths of the Conference?

Do you have suggestions for improvement?

Will you be more effective / efficient in your professional responsibilities as a result of this conference?

Other Comments



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Other Process Information

- Number of people trained
- Types of people trained
 - Demographics
 - Geographic Info
 - Job-related



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Course Registration Form

1. What is your gender?

- Male Female

2. What is your age group?

- Under 20 30-39 50-59
 20-29 40-49 60 or older

3. What is your ethnic background?

- American Indian or Alaskan Native Black or African American Native Hawaiian or Other Pacific Islander White Bi-racial/multiracial

4. Which of the following most closely describes your discipline? (check only one)

Primary Care	Other Health Professions	Allied Health
<input type="checkbox"/> Dentistry	<input type="checkbox"/> Advanced Ed Nurse	<input type="checkbox"/> Assistants
<input type="checkbox"/> Family Medicine	<input type="checkbox"/> Allopathic Medicine	<input type="checkbox"/> Clinical Lab Sciences
<input type="checkbox"/> Gen Internal Med	<input type="checkbox"/> Chiropractic	<input type="checkbox"/> Dental
<input type="checkbox"/> General Pediatrics	<input type="checkbox"/> Clinical Psychology	<input type="checkbox"/> Food & Nutr Services
<input type="checkbox"/> Nurse-Midwife	<input type="checkbox"/> Dental Public Health	<input type="checkbox"/> Health Information
<input type="checkbox"/> Nurse Practitioner	<input type="checkbox"/> Health Administration	<input type="checkbox"/> Rehabilitation
<input type="checkbox"/> Physician Assistant	<input type="checkbox"/> Nurse Anesthetist	<input type="checkbox"/> Technician or Technologist
<input type="checkbox"/> Prim Care Pod Med	<input type="checkbox"/> Osteopathic Medicine	
	<input type="checkbox"/> Pharmacy	
	<input type="checkbox"/> Preventive Medicine	
	<input type="checkbox"/> Public Health	
	<input type="checkbox"/> Registered Nurse	
	<input type="checkbox"/> Social Work	
	<input type="checkbox"/> Undergrad Nursing	
	<input type="checkbox"/> Veterinarian	

5. If applicable, please check one of the following focus areas:

<input type="checkbox"/> Comm Health Worker	<input type="checkbox"/> Health Promo/Ed	<input type="checkbox"/> Mental Health & Substance Abuse
<input type="checkbox"/> Emergency/BT Prep	<input type="checkbox"/> HIS/Biostatistics	<input type="checkbox"/> Public Health Law
<input type="checkbox"/> Environmental Health	<input type="checkbox"/> Laboratory Sciences	<input type="checkbox"/> Public Health Policy
<input type="checkbox"/> Epidemiology	<input type="checkbox"/> Nutritionist	

6. Do you work within any of the following underserved areas? (check one)

- Community Health Center Indian Health Service or Tribal Health Sites
 Designated Ambulatory Practice Sites Migrant Health Center
 Federally Qualified Health Center National Health Service Center
 Health Care for the Homeless Public Housing Primary Care
 Health Department Rural Health Clinics
 Health Professions Shortage Area

7. Which of the following most closely describes your practice location (check only one)

- City Health Department Public Health CBO Other
 County Health Department State Health Department



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Work-Related Info

2. Which of the following best describes the type of organization in which you work? Please choose only one answer.

- State public health department/jurisdiction..... 1
- Local public health department/jurisdiction 2
- Hospital 3
- Community clinic 4
- Private medical practice or physician group..... 5
- College or university 6
- Government agency (local, state, federal) 7
- Law enforcement 8
- Fire department 9
- Emergency response..... 10
- Community-based organization 11
- Business..... 12
- Other: _____ 13
(Please specify)

3. In your current role, do you:

- A. Provide health-related services directly to the public? YES..... 1
NO 2
- B. Supervise persons who provide health-related services directly to the public? YES..... 1
NO 2
- C. Manage an organization that provides health-related services directly to the public? YES..... 1
NO 2



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Internal Monitoring

4. How did you hear about the UCLA Conference on Public Health and Disasters? Please circle only one answer?

- CPHD Newsletter 1
- CPHD Email..... 2
- Supervisor..... 3
- Colleague..... 4
- Internet: CPHD Website..... 5
- Internet: Other Website 6
- Brochure 7
- Other: _____ 8
(Please specify)



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Time to Practice



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Child Passenger Safety Technician Workshop



To train Professionals who can explain complicated issues in an understandable way and can demonstrate safe and proper child safety seat installation to parents and caregivers.



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Child Passenger Safety Technician Workshop

- The workshop consist of 4–8 hour training sessions.
- Students must pass 4 multiple-choice quizzes and hands-on skills tests
- Students will participate in a community safety seat checkup
- Upon completion and passing technicians receive a national certification good for three-years



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Create a Process Evaluation for your Training

What information do you need?

What questions would you ask?



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Measuring *Learning*



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Outcome Evaluation/*Learning*

- Knowledge
- Attitudes
- Perceptions



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Measuring Knowledge

- Pre-test/Post-test
- Balance difficulty
- Not 100% specific to training



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Identifying Knowledge to Measure

Part D: Training Needs Assessment

Section 2: Monitoring Health Status to Identify Community Health Problems

Topics:

- Surveillance
 - Prevalence
 - Incidence
 - Risk
 - Absolute
 - Relative
 - Ratio

- Community Health Assessments
 - Health Indicators
 - Using Data
 - Sources of Data
 - Data Analysis
 - Comparative Data
 - Computer Software
 - Role of State and Local Health Departments
 - Measuring Local Health System Capacity
 - Assessing Community Assets
 - Asset Mapping



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Measuring Knowledge

- Multiple Choice
- True/False
- Short answer



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Multiple Choice Questions

- A direct question or complete statement (the stem) is presented and then followed by a number of possible answers, one of which is correct.
- Are used most often to test student recall and recognition.
- Should be straightforward and contain enough information to set the context for the item.



Measuring Knowledge

- Responses should be
 - Parallel
 - Equally plausible
 - Not contain obvious clues



Multiple Choice Questions

- Explore a variety of designs for the answer:
 - Select the one **correct** answer. This is by far the most common design.
 - Select the one **incorrect** answer. Sometimes it is easier to construct an item where the incorrect answer is required. If you use items of this sort, be sure to emphasize that you are expecting something different (as can be done by using **bold type**).
 - Select the **best** answer. This format allows you to construct more difficult items where shades of meaning are more important than absolute right or wrong answers. These items can be very effective but must be thoroughly tested to ensure that students are making the desired distinctions between the possibilities.



Example of Multiple Choice Question

12. For a health department, effective emergency/disaster response requires mobilization of
- All employees, for any emergency/disaster.
 - All senior management level employees and only those usually designated as disaster response team members.
 - The nature and extent of the emergency/disaster will dictate the level and number of employees needed.
 - a and b.



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More Examples of Multiple Choice Questions

1. When preparing a presentation, what information does one need to know about the audience?
 - a. Socio-demographic data.
 - b. Educational data.
 - c. Statistical data.
 - d. Ethnic background.
2. What type of information should be included in a press release?
 - a. Media hype.
 - b. The traditional "who, what, where, when, why, how".
 - c. Your contact information.
 - d. b and c.
3. If you were creating a brochure on an infectious disease, which information would you be **LEAST** likely to include:
 - a. How the disease is diagnosed.
 - b. What treatments are available.
 - c. What the prognosis is for affected individuals.
 - d. What the morbidity and mortality rates are.



Knowledge Questions

What questions could be written to assess...

Describe the public health role in emergency response in a range of emergencies that might arise. (e.g.: “This department provides surveillance, investigation and public information in disease outbreaks and collaborates with other agencies in biological, environmental, and weather emergencies).



Measuring Knowledge

True/False

- True/false items are used mainly to assess student knowledge of content.
- Questions could be constructed that would ask students to establish whether or not a rule, a principle, or a definition is correct.
- To assess students' ability to use a definition of a concept, questions could be constructed to ask students to classify statements as examples or non-examples of that concept.



True/False Questions

- Create a list of concepts
- Make more false statements than true
- Arrange for at least some false items to look correct. This type of item is to be distinguished from a 'trick' question. A 'trick' question fools both students who know the answer and students who do not. A plausible item fools only the students who do not know the answer.



True/False

8. Now, we would like to know a little about your understanding of **replace with your overall training topic**. Please read each statement and circle the number that indicates whether you think it is true or false.

[These questions are always used; use the same statements on corresponding Pre-Test]

	<u>TRUE</u>	<u>FALSE</u>
A. When people are upset, angry, fearful, outraged, under high stress, involved in conflict, or feel high concern, they often listen closely and follow directions on what actions to take next.....	1.....	2
B. It is best to wait until a crisis occurs to consider the most effective messages to give to your audience.....	1.....	2
C. SEMS and NIMS function very similarly in California.....	1.....	2
D. Bridging statements can be used during a press conference to help maintain focus on your key messages.	1.....	2
E. A JIC is activated by a jurisdiction's Lead PIO during a major disaster. 1.....	1.....	2
F. PIOs are assigned to pre-established teams that work in specific units of a JIC in the event of a major disaster.	1.....	2



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Measuring Attitudes

- Perception of knowledge
- Change in attitude re. knowledge
- Change in attitude re. job



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Perception of Attitude

9. Please circle the number that best indicates your level of agreement with the following statements:

[These questions are always used; use the same statements on corresponding Pre-Test]

NOTE: This 1st set of statements are general & can be applied to any training.

STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
----------------------	----------------------	----------------------------------	-------------------	-------------------

- A. I know the public health department's role when a local disaster or emergency occurs1.....2.....3.....4.....5
- B. I know the public health department's role specifically for a *bioterrorism* event1.....2.....3.....4.....5
- C. I know what my role in a disaster will be1.....2.....3.....4.....5
- D. It is important for my job to understand public health's role in a disaster or *bioterrorism* event1.....2.....3.....4.....5



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A t t i t u d e s

INSTRUCTIONS: Public health agencies carry out many activities in order to provide the ten essential services of public health. This part of the questionnaire is designed to measure *YOUR* confidence and skill level related to each of these public health services/functions. Please select the appropriate number for each item, using the scale below.

- 1: **Unaware** = I am not familiar with this skill or concept.
 2: **Aware** = I have a basic level of mastery of this skill or concept. I am familiar with this skill or concept but have limited ability to perform the skill.
 3: **Knowledgeable** = I have an intermediate level of mastery of this concept or skill. I can apply and describe the skill or concept.
 4: **Proficient** = I have an advanced level of mastery of this skill or concept. I am able to synthesize, critique, or teach this skill or concept.

This section is related to skills/knowledge that employees of public health agencies possess in order to monitor the health status of communities and identify community health problems. Please respond to the questions in the following section in terms of YOUR individual confidence and skill level:

- | | | | | | |
|----|--|---|---|---|---|
| A. | Identify important health problems in your community. | 1 | 2 | 3 | 4 |
| B. | Use reports from disease surveillance or vital registry systems to identify important health issues in your community. | 1 | 2 | 3 | 4 |
| C. | Determine appropriate uses, limitations and gaps in existing health data and information sources. | 1 | 2 | 3 | 4 |
| D. | Conduct community assessments including identifying needs, assets and priorities. | 1 | 2 | 3 | 4 |
| E. | Integrate racial and ethnic health disparities data into community | 1 | 2 | 3 | 4 |



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Time to Practice



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Child Passenger Safety Technician Workshop

- Design a 10 question Pre/Post test
- Design an observational/skill based evaluation form



Assessing Behavior

- Behavioral Intentions
- Actual Behavior



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Behavioral Intentions

- Can write pre/post-test questions to assess behavioral intentions
- Generally require a Likert Scale



Behavioral Intentions

STRONGLY
AGREE SOMEWHAT
AGREE NEITHER
AGREE NOR
DISAGREE SOMEWHAT
DISAGREE STRONGLY
DISAGREE

- A. I always use the SMART technique for writing objectives1.....2 3..... 4..... 5
- B. I always include 3-7 points in each powerpoint slide.....1.....2 3..... 4..... 5
- C. I always evaluate participant learning through questions during the presentation1.....2 3..... 4..... 5



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Behavioral Intentions

- Describe one thing you will do differently as a result of this training.



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Measuring Behavior

- Periodic Monitoring
- Self-Journaling
- Participant evaluations (i.e., Train the Trainer)



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Questions???



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