

Policy: AD-06-39

Policy Title: Training Program Evaluation, Updating, and Revision Policy

Policy Purpose: Set forth guidelines which ensure that training programs are evaluated, updated, and revised.

Implementation Date: 09/22/2006

Revision Date: N/A

**TOWN OF WESTFIELD  
PUBLIC WORKS DEPARTMENT  
TRAINING PROGRAM EVALUATION, UPDATING, AND  
REVISION POLICY**

1. **Purpose:** The purpose of the Training Program Evaluation, Updating, and Revision policy is to set forth guidelines which shall be used to evaluate, update, and revise training programs within the department.
  
2. **Perspective on Evaluating Training:** Evaluation is often looked at from four different levels listed below. Note that the farther down the list, the more valid the evaluation.
  - 2.01 Reaction – What does the learner feel about the training?
  - 2.02 Learning – What facts, knowledge, etc., did the learner gain?
  - 2.03 Behaviors – What skills did the learner develop, that is, what new information is the learner using on the job?
  - 2.04 Results or Effectiveness – What results occurred, that is, did the learner apply the new skills to the necessary tasks in the organization and, if so, what results were achieved?
  
3. **Training and Development Activities Evaluation Phases:**
  - 3.01 Before the Implementation Phase:
    - a. Will the selected training and development methods really result in the employee's learning the knowledge and skills needed to perform the task or carry out the role? Have other employee's used the methods and been successful?
    - b. Consider applying the methods to a highly skilled employee. Ask the employee of their impressions of the methods.
    - c. Do the methods conform to the employee's preferences and learning styles? Have the employee briefly review the methods, e.g., documentation, overheads, etc. Does the employee experience any difficulties understanding the methods?

### **3.02 During Implementation of Training Phase:**

- a. Ask the employee how they're doing. Do they understand what's being said?
- b. Periodically conduct a short test, e.g., have the employee explain the main points of what was just described to him/her, e.g., in the training session.
- c. Is the employee enthusiastically taking part in the activities? Is he or she coming late and leaving early. It's surprising how often learners will leave a training and immediately complain that it was a complete waste of their time. Ask the employee to rate the activities from 1 to 5, with 5 being the highest rating. If the employee gives a rating of anything less than 5, have the employee describe what could be done to get a 5. This can be accomplished by utilizing the Training Evaluation Form (see Exhibit "A").

### **3.03 After Completion of Training Phase:**

- a. Give him/her a test before and after the training and development and compare the results?
- b. Interview him/her before or after and compare results?
- c. Watch him/her perform the task or conduct the role?
- d. Assign an expert evaluator from inside the organization to evaluate the learner's knowledge and skills?



Bruce A. Hauk, Director  
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**EXHIBIT "A"**

**WESTFIELD PUBLIC WORKS TRAINING EVALUATION  
FORM**

Please circle the number that describes your evaluation of this session. Use the scale of 1 - 5 with 1 being the lowest rating and 5 being the highest or most outstanding rating:

<b>Session Evaluation Criteria</b>	<b>Rating Scale</b>				
1. Performance of the presenter – well organized and prepared	1	2	3	4	5
2. Your assessment of speaker’s technical expertise	1	2	3	4	5
3. Information I can use in my profession	1	2	3	4	5
4. Hand out materials - PowerPoint slides or other handout information	1	2	3	4	5
5. Handout materials are a useful reference source	1	2	3	4	5
6. Participant interaction was encouraged	1	2	3	4	5
7. Did this session justify your attendance	1	2	3	4	5
8. Your impression of the meeting room	1	2	3	4	5
9. Length of the session (too long, too short)	1	2	3	4	5
10. Information was current and accurate	1	2	3	4	5

Additional Comments or revisions suggested:

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