

Effective Evaluation

A Toolkit for Evaluating Presentations and Trainings

Developed by

Northwest Center for
Public Health Practice

UNIVERSITY *of* WASHINGTON
SCHOOL OF PUBLIC HEALTH



Developed in 2014 by:

Northwest Center for Public Health Practice

UNIVERSITY *of* WASHINGTON
SCHOOL OF PUBLIC HEALTH

Please send any comments or questions to the Northwest Center for Public Health Practice
at the University of Washington School of Public Health.

www.nwcphp.org



Robert Wood Johnson Foundation

This toolkit is one of a series funded by the Robert Wood Johnson Foundation
to support the development of trainings in public health law.

Effective Evaluation

A Toolkit for Evaluating Presentations and Trainings

This toolkit will help you design and develop an effective evaluation of your presentation or training. It is intended to provide a basic framework to help those with beginning to intermediate level evaluation skills. For those interested in learning more about effective evaluation methods, additional information and resources are listed. This toolkit contains four key components:

I. Evaluation Overview

Understanding the benefit of evaluating presentations and trainings. Grab-and-go sample survey questions.

II. Building Your Evaluation

Framework for creating your own evaluation. Successful methods to develop data collection instruments that effectively assess desired presentation or training outcomes.

III. Tools and Templates

Practical examples of evaluation surveys and other tools that you can modify.

IV. Resources

Additional resources for more information about how to create effective evaluation tools.

I. Evaluation Overview

Why Evaluate Presentations and Trainings?

While the benefits of evaluating public health activities are well documented, evaluating presentations and trainings can often be overlooked. The best way to measure the results of your presentation or training is to evaluate it. A well-designed and simple evaluation plan can determine whether or not these activities have delivered the results that were intended.

Evidence collected through an effective evaluation enables you to communicate clearly about what you do, document a training's progress, and to measure the results. Evaluation findings can help you improve your presentation or training, plan for future offerings, and make decisions about how to use resources.

Learn how to develop your own presentation or training evaluation in the next section, *Building Your Evaluation*. If you only have time to conduct a brief and simple evaluation, check out our recommended sample questions in the box below.

Evaluation...

is the systematic collection of information on the activities, characteristics, and results in order to:

- Make judgments
- Improve effectiveness
- Inform decisions
- Increase understanding

Sample Questions

- Rate your overall satisfaction with the presentation or training.
- Were the learning objectives met?
- Did the course enhance your knowledge of the topic?
- Would you recommend this course to others?
- Rate your satisfaction with the presenter (delivery and knowledge).
- Will you be able to apply the information to your job?
- What was the most valuable part of the course?
- Provide any suggestions for how the course could be improved.

II. Building Your Evaluation

Collecting and utilizing useful evaluation information requires understanding the basic principles of evaluation, careful planning, and consideration of the ultimate objectives of your training. Presentation or training evaluation should be considered throughout each phase of the development process, not as a last step. This kind of formative or process evaluation helps ensure that you have developed your presentation or training with great thought and analysis at each step.

Purpose, Planning, and Scope

When planning an evaluation, the following questions should be considered:

- **What is the purpose of the presentation or training?**
Defining the purpose provides the basis for your evaluation. The more specific and measurable the learning objectives are, the easier it will be to design your evaluation and interpret your findings. For more information about writing out specific learning objectives for your training please refer to section IV of this toolkit, *Resources*, as well as, the Adult Education Toolkit.
- **What is the purpose of the evaluation?**
The main purpose of evaluating your presentation or training is to identify strengths and gaps. Consideration of more in-depth and detailed evaluation goals will identify additional measurements for your evaluation. For example, if you are concerned with improving the quality of the presentation, you would ask participants about presentation clarity or speaker ability. If the main concern is improving the quality of the content, you might ask participants if the information was relevant to their work.
- **What is the scope of the presentation and evaluation?**
When planning your presentation or training, consider the scope of both the training and the evaluation. What learning objectives are realistic for the audience, length of time, and resources available? If your goals for the training are unrealistic, the evaluation will attempt to measure progress in objectives that may not be possible to achieve. If your objective is for the audience to understand and

Effective Training Evaluations:

- Are planned ahead of time
- Are individually tailored to the goals and desired outcomes of the presentation or training
- Provide credible and valid information
- Identify actionable improvements that can be instituted in the program, training, or presentation

retain knowledge, asking evaluation questions solely about satisfaction will not provide you with useful information about whether you achieved your objective.

Methods

In general, deciding on how you will evaluate your presentations and trainings will depend on what will be measured, the purpose of the evaluation, available resources, and other factors unique to the situation. Data collection methods include interviews, focus groups, questionnaires, observation, surveys or analysis of records. Where possible, it is best to use standardized or previously tested measurement tools to increase reliability, validity and generalizability of the results. Sample instruments are provided in section III: *Tools and Templates*.

In choosing your approach for data collection, both the context and content of the questions of interest are important considerations. If the question involves an abstract concept or one where measurement is not as strong, using multiple methods can be used to attain better results. Helpful questions to consider:

Context

- How much money or time can be devoted to data collection and measurement?
- How soon are results needed?
- Are there ethical considerations?

Content of the question

- Is it a sensitive issue?
- Is it about a behavior that is observable?
- Is it something the respondent is likely to know?

Target audience

Evaluation data is only valid if the respondents understand the questions being asked. Asking very specific technical questions to an audience that is still grasping basic concepts will not yield useful information. Consider audience demographics such as age, gender, level of education, profession, and expertise.

For instance, if the audience consists primarily of public health

Methods

- Interviews
- Focus groups
- Questionnaires
- Observation
- Surveys
- Analysis of records

Data Collection Questions

- Who will be evaluating the presentation or training?
- When and where will the evaluation be conducted?
- What will be measured?
- What questions will measure my indicators?
- How will the data be collected?

workers who are not specifically trained in legal matters, do not ask evaluation questions that presume expertise in the subject matter.

Please see *Effective Adult Learning: A Toolkit for Teaching Adults* for more information about defining your audience.

Timing

Consider the physical location of the evaluation as well as the time available for delivery and completion to guide the length, depth, and timing of evaluation instruments.

For example, if conducting a distance-based and in-depth training with public health practitioners about legal issues in environmental health, it would be appropriate to send out a pre- and post-assessment on knowledge and confidence levels. However, if presenting an hour-long training session at a conference, conducting a brief post-survey to assess impressions of the presentation would be a more appropriate length and format.

Standards and Measures

There are many possible qualities of your presentation or training that you can measure; some will be more useful in evaluating success and focusing improvement strategies. To narrow the focus, consider the standards or learning objectives by which your presentation or training can be judged and create a corresponding evaluation question.

Standards are statements identifying the optimal level of performance for individuals, organizations, or systems. Standards may be created through formal mechanisms, such as professional standards, or may arise from informal discussion, such as the anticipated needs of the target population.

An evaluation question turns your standard or learning objective into a specific question that can be answered using performance indicators. Performance indicators are measures that describe how well a presentation, training, or program achieved its objectives.

Learning Objectives...

are outcome statements that capture what knowledge, skills, and attitudes learners should be able to exhibit following instruction.

Standards...

are statements identifying the optimal level of performance for individuals, organizations, or systems.

Performance Indicators...

are measures that describe how well a presentation, training, or program is in achieving its objectives.

Example Indicator Selection: Medical Liability Training

Training Goal/ Learning Objective	Evaluation Question	Corresponding Indicator
Information is presented clearly and effectively.	How effective was the webinar in presenting information clearly?	% of participants who agree or strongly agree with the statement “The presentation was clear and easy to understand.”
Information presented is useful to training participants	How applicable is the information in the webinar to training participants’ work activities?	% of participants who agree or strongly agree with the statement “I will be able to apply information from the training to my job.”
Participants will understand conditions in which liability protection applies under public health emergency law.	To what extent did participants retain knowledge about circumstances that provide liability protections for volunteer public health emergency responders in their state?	# of participants who can list 3 circumstances under which volunteer responders have protections against liability.

Data Collection

Data can be collected in many possible ways to answer the same evaluation question. It can be quantitative, such as numerical ratings, or qualitative, such as open-ended responses.

Data can be collected using formal methods, like surveys and interviews, or informal methods, such as discussion or verbally confirming understanding in your audience. Prior to your presentation or training, you should consider what format would work best for the kind of information you want to collect. Even if you do not plan to evaluate using a formal survey, creating evaluation questions that you wish to answer will help you decide what methods are most appropriate for collecting your desired information.

If you have more time to conduct your evaluation, multiple types of data can be collected; different types of data help you get a sense of the big picture. For example, qualitative data from a post-training discussion or wrap-up session can inform the

responses you get from your post-training survey and help direct improvement.

If you have resources to collect data over time, one useful format for collecting data is a pre-post assessment. In this type of evaluation, a survey or other evaluation tool is administered both prior to and immediately following a training.

The evaluation tool can be designed to measure changes in confidence, specific knowledge, or other indicators pertinent to your evaluation. In a pre-post assessment, the learning objectives are analyzed both prior to and after the training. This enables measurement of the change in your indicator. While surveys exclusively collecting post-training information can only measure the participants’ reactions, data collection both before and after training enables the measurement of knowledge acquisition due to attending the training.

A complete sample survey is available in section III: *Tools and Templates*. Sample questions are provided in the matrix below.

Matrix: Example Data Collection Questions for Liability Training

“To what extent did participants retain knowledge about circumstances that provide liability protections for volunteer public health emergency responders in their state?”		
Data Sources/ Methods	Example Question	Type of Question
Post-Survey	“Rate your confidence in your knowledge of volunteer liability protection laws, with 1 being lowest confidence and 5 being highest confidence.”	Quantitative
Post-Survey or Informational Interview	“How informative was this presentation on the topic of liability protection for volunteer emergency responders?”	Qualitative
Pre-Post Analysis	“Name 3 circumstances in which volunteer emergency responders have liability protection during a public health emergency.”	Quantitative

III. Tools and Templates

This section provides a collection of tested data collection instruments and tools that have been used when evaluating presentations and trainings.

Tools

The Kirkpatrick Model

A brief description of the Kirkpatrick model, a well-known framework for measuring the effectiveness of training programs.

Response Scales

An explanation of unipolar and bipolar rating scales used in survey responses.

Survey Results: Data Analysis

An overview of data analysis and interpretation.

Question Types

A helpful explanation of how to structure your evaluation questions.

Templates

Post-Presentation Evaluation Sample

An example of a brief evaluation instrument to be administered following a presentation.

Demographic Questions

This documents contains a listing of demographic questions to consider including on your evaluation instrument.

Pre-Training Evaluation Survey

This template will help you create a pre-training evaluation survey, which should be followed up by a post-training evaluation survey after the training has been conducted.

Post-Training Evaluation Survey

This template will help you create a post-training evaluation survey, which should be administered after a training has been conducted. Only use this template if you have already administered a pre-training evaluation survey.

Post-Training ONLY Evaluation Survey

This template will help you create a post-training evaluation survey to be administered following a training. Use this template if you have NOT administered a pre-training evaluation survey.

The Kirkpatrick Model

A well-known and useful model for measuring the effectiveness of training programs was developed by Donald Kirkpatrick in the late 1950s. It has been adapted and modified over time; however, the basic structure has remained. The Kirkpatrick's four-level model includes:

Level 1 – Reaction: To what extent did the participants find the training useful, challenging, well-structured, or organized?

Level 2 – Learning: To what extent did participants improve knowledge and skills and change attitudes as a result of the training?

Level 3 – Behavior: To what extent did participants change their behavior back in the workplace as a result of the training?

Level 4 – Results: What measurable organizational benefits resulted from the training in terms such as productivity, efficiency and sales revenue?

In Kirkpatrick's model, levels of evaluation are sequential; evaluation of higher levels requires prior evaluation of lower levels. Kirkpatrick's model enables planners to understand evaluation in a systematic, organized way, and helps classify the types of information that can be obtained. Using Kirkpatrick's model can be helpful when considering how to collect data.

The matrix below outlines the level, questions, and considerations to carefully think through.

Kirkpatrick Level	Question	Considerations
Evaluating reaction	How well did the trainees enjoy the training?	<ul style="list-style-type: none"> • Could be collected through verbal feedback or a post-training survey. • Do you want to find out how well the trainees liked a particular aspect of the training or the training as a whole? • Does not include measurement of learning
Evaluating learning	What principles, facts and techniques were learned?	<ul style="list-style-type: none"> • An increase in knowledge can be measured using both a pre- and post-survey • A post-training survey can measure an increase in confidence related to learning objectives since taking the training. • Avoid questions like “Have you learned anything?”
Evaluating behavior	What changes in job behavior resulted from the training?	<ul style="list-style-type: none"> • Best evaluated through appraisal by on-the-job supervisors or observations
Evaluating results	What were the tangible results of the training in terms of improved job performance or the effect on the organization?	<ul style="list-style-type: none"> • Also evaluated through on-the-job observations and organizational performance measures. • Some types of training results are easily measured (e.g. self-report knowledge gains) • Others are not easily measured (attitude shifts)

While the Kirkpatrick model is useful, not every level can or should be reached in every training assessment. The level of evaluation for any training should correspond with the scope of the presentation, the length of time available, and the resources available for evaluation. If your training consists of a short presentation, the assessment will focus on Level 1 (reaction) and 2 (learning). If your training consists of a longer workshop, with resources to assess changes over time, using Level 3 (behavior) may be possible. Assessing at Kirkpatrick Level 4 (results) is challenging and rarely done in practice.

Response Scales

Unipolar and Bipolar Rating Scales

It is important that the rating scale you construct be balanced with an equal number and intensity of response options on either side of the middle. An unbalanced scale will skew the results.

There are generally two ways to balance a rating scale. One is to use a sequence or continuum of extremes (unipolar scale). The other uses opposite concepts that span a neutral point (bipolar scale).

Here are examples to clarify this distinction.

Unipolar Scale (Continuum)	Bipolar Scale (Opposite Concepts)
Always	Very Satisfied
Often	Somewhat Satisfied
Sometimes (Midpoint)	Neither Satisfied or Dissatisfied (Neutral)
Rarely	Somewhat Dissatisfied
Never	Very Dissatisfied

To what extent do you agree with each of the following statements about the class?

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Disagree Strongly

How interested would you be in serving as a volunteer leader in your neighborhood?

- Extremely interested
- Very Interested
- Moderately interested
- Slightly interested
- Not at all interested

Survey Results: Data Analysis

How do I know if I am reaching justifiable conclusions?

The goal of an evaluation is to reach valid, informative conclusions that accurately determine the value of your presentation or training and suggest areas for improvement. There are four steps to reaching justifiable conclusions:

1. Synthesis and analysis of raw data, both quantitative and qualitative
2. Interpretation of the results of data analysis
3. Judgment of the validity of evaluation results
4. Suggesting recommendations and future strategies based on results

Data Analysis

Analytical methods for converting raw data into results that can be interpreted can be accomplished using a variety of methods. It may be possible to reach interpretable results for quantitative data simply by tabulating question responses. For instance, if your survey question asks the audience to rate satisfaction on a 1 to 5 scale, you can tabulate the number of each responses as well as calculate percentages of stratified high and low responses.

Your analysis could be presented as a table, a graph, or a narrative description of key descriptive numbers. Depending on the number or responses collected, it is sometimes possible to use statistical methods to precisely quantify the impact of your presentation. The advantage of this method is that it enables you to state whether the results accurately reflect the true value of the presentation, or whether your results could have occurred by chance. An overview of statistical methods is beyond the scope of this document. For a more in-depth presentation of statistical methods, please see the Resources section.

When the data is primarily qualitative, the analysis will involve synthesizing main themes from the results and describing the “big picture” that arises. Precise numeric results are not possible from qualitative data; you will not be able to quantify the impact of your presentation. However, it may be possible to generally assess impact quantitatively by scoring how many times particular words, phrases, or ideas appear within qualitative data. The product of your analysis may take the form of a summary, a report, or a tabulation of themes. (See examples in section 3)

Interpretation of Results

Interpretation may appear obvious from an initial glance at the analyzed evaluation data. However, interpretation is one of the most challenging aspects of data analysis. The data may give results that are generalizable to future presentations, or results that only apply to that specific presentation. You may see a long-term trend that occurs consistently over large quantities of data, or a small cluster of responses that only reflect a one-time occurrence. Knowing the composition of the target audience helps determine the applicability of the evaluation results. Although a detailed discussion

of interpretation methods is beyond the scope of this document (see Resources for more), a few general principles apply to any interpretation:

1. Larger numbers of responses are more likely to reflect a “true” conclusion regarding the value of your presentation.
2. Consistent responses over time are more likely to reflect a “true” conclusion regarding the value of your presentation.
3. Greater quantities of evidence and more precise methods of data collection are required to draw conclusions about causality.

Most of the time, you will not need to draw precise and replicable conclusions about the value of your presentation. Even if your evaluation data is not detailed enough to determine “true” conclusions about the quality of your presentation or training, you can still detect general trends and identify areas for improvement.

Assessing Validity of Results

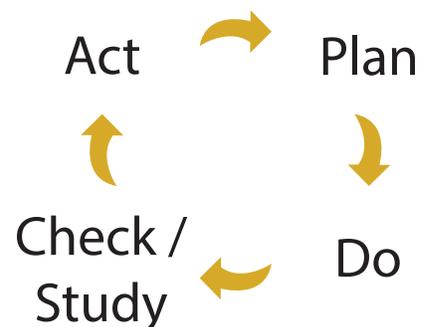
Even a well-planned evaluation design can provide misleading results. As the data is analyzed and interpreted, it is important to accurately judge the quality of the findings. While statistical methods exist to assess data quality (for more information, see Resources), some general criteria you can consider to assess validity of results include the data source quality, clarity of the questions, and the biases of the respondents. The matrix on the next page illustrates examples of questions that can be used to assess validity for each of the types of criterion.

Matrix: Assessing Validity

Criteria	Assessment of Criteria
Source Quality	<p>How credible are your sources of information?</p> <ul style="list-style-type: none"> • Is one particular response coming from only one demographic? (Example: Only newer employees are reporting that the information was “very useful.”) • Is there evidence of response error or lack of understanding of survey questions?
Clarity	<p>How definitive are your conclusions?</p> <ul style="list-style-type: none"> • Is there a single strong response to your survey question, or are there more “gray areas”? • Are the same ideas mentioned repeatedly in your qualitative data, or is no theme apparent?
Biases	<p>Are there any inherent problems in your data collection methods that can sway responses in a particular direction?</p> <ul style="list-style-type: none"> • Was the data collected anonymously, or can you identify participants? • Does your sample cover only particular demographics? (Example: only senior management, who are more likely to be familiar with public health law, is required to attend your training.)
Reliability	<p>How consistent is your data?</p> <ul style="list-style-type: none"> • Do you get the similar responses over time? • Do you get similar responses in different audiences? • Do you get similar responses at different levels of experience?

Continuous Quality Improvement

Once the results have been analyzed, interpreted, and assessed on the quality of the findings, you will have useful information to adapt future presentations and trainings. Your evaluation findings may suggest that your presentation or training meets or exceeds goals, and only minimal changes are required. Or your evaluation results may provide new directions for your presentation to increase its efficacy in meeting target audience needs. Your evaluation is complete when you have made useful and practical decisions regarding the utilization of your results.



Question Types

Tools of the Trade

Questionable Questions

By Karen Denard Goldman & Kathleen Jahn Schmalz

As educators, we are delighted when questions we ask in class, presentations, workshops or meetings raise other questions. However, when we are writing survey items to collect information for research or needs assessments, while the process and findings certainly should raise questions, the last thing we want is for our questions to lead to questions such as, “What is this question asking? Do they mean... or do they mean...? What do they mean by the word_____?” Here is a description of question “types” and a basic checklist of tips you might find helpful when writing survey items. For more information, read Earl Babbie (1990) *Survey Research Methods/2*, Belmont, California: Wadsworth Publishing Company 0 ISBN: 0-534-12672-3.

The “Big Three” Survey Questions

1. Are you asking for the information you want?
2. Are your questions effectively structured?
3. Is your language appropriate?

How to Get the Information You Want

- Define your objectives clearly. For example: “As a result of this survey, I want to be able to describe the mothers of young children and their attitudes, beliefs and behaviors related to childhood lead poisoning.”
- To elicit information about respondents, ask about their personal or demographic attributes such as age, education, income, occupation, marital status, race, sex, religion, family composition, home ownership, etc.
- To assess attitudes, pose evaluative questions that ask how the respondents feel about something. Ask whether they favor or oppose something, prefer or not prefer something, agree or disagree with a statement. Or ask questions that elicit “should” or “should not” answers.
- To elicit information about beliefs, ask what people think is true or false. Beliefs are not good or bad. The purpose of questions about beliefs is to assess what people think exists or does not exist. These questions elicit peoples’ perceptions of past, present or future reality. Ask if respondents think a statement is correct or incorrect, accurate or inaccurate or what happened vs. what did not happen.
- To assess behavior, ask people what they do.

Caution: Questions elicit peoples’ self-reported practices related to your area of interest.

Four Ways to Structure Your Questions

1. Open-ended questions - no responses offered.
 - **Attribute:** How many children do you have?
 - **Attitude:** What should be done to reduce childhood lead poisoning in the US?
 - **Belief:** In your opinion, what is the biggest barrier to keeping children lead-free?
 - **Behavior:** What do you do to keep your child from coming into contact with lead?
2. Close-ended questions with ordered choices - choice of responses that are a gradation of a single dimension of some concept offered; good for measuring intensity of feeling, degree of involvement and frequency of participation.

Attribute: How old are you?

- <20
- 21-29
- 30+

Attitude: How do you feel about this statement: “No child should have any lead in his or her body.”

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Belief: In general, how comfortable would you be asking your pediatrician to do a lead test for your child?

- Very comfortable
- Comfortable
- Not very comfortable
- Not at all comfortable

Behavior: How often do you damp mop your floors?

- Twice a week
- Once a week
- Once a month
- Every six months
- Once a year

3. Close-ended questions with unordered responses - each response choice is an independent alternative representing a different concept; useful in establishing priorities, but does not reflect respondents' preferences.

Attribute: Which best describes your marital status?

- Married
- Single
- Divorced

Attitude: What is the major cause of childhood lead poisoning?

- Leaded water
- Leaded soil
- Paint chips

Belief: Who should decide if a child should be screened for lead poisoning?

- The doctor
- The parent
- The law

Behavior: Which is part of your cleaning routine?

- Damp mop
- Sweep
- Vacuum

4. Partially closed questions - options and “other” category

Attribute: What do you consider yourself?

- Republican
- Democrat
- Other: _____

Attitude: Why is screening so controversial?

- Media coverage
- Low-risk community
- Other: _____

Belief: Who should suggest lead testing?

- The parent
- The doctor
- Other: _____

Behavior: How can you prevent lead poisoning?

- More handwashing
- Run water before using
- Damp mop and dust
- Other: _____

Appropriate Language Checklist

For each question, ask yourself:

- Will the words be uniformly understood; are they simple?
- Does the question contain abbreviations or unconventional phrases?
- Is the question too vague? Is the question too precise?
- Is the question biased or leading in any way?
- Does the question ask two questions in one?
- Does the question use a double negative?
- Are the answer options mutually exclusive
- Does the question assume too much about the respondents' knowledge?
- Does the question assume too much about respondents' behavior?
- Is the question technically correct?
- Is an appropriate time period reference provided, if needed?
- Can the response be compared with existing information?
- Is the question too cryptic/enigmatic/obscure?
- Does the question contain "carry over" from a previous question so that it cannot stand alone?

News and Views July/August 1998, The Society for Public Health Education, 1015 15th Street, NW, Suite 410, Washington, DC, 20005.

Post-Presentation Evaluation Sample

Please take a few minutes to complete this questionnaire.

Name of Presentation:

Presenter(s):

Date:

Please only mark one box.

	Excellent	Very Good	Good	Fair	Poor
Overall importance of topic	<input type="checkbox"/>				
Relevance of topic to your work/education	<input type="checkbox"/>				
Quality of presentation	<input type="checkbox"/>				
Organization of content	<input type="checkbox"/>				
Training objectives met	<input type="checkbox"/>				

What aspects of this presentation contributed most to your learning?

What suggestions do you have for improving this presentation?

What topics would you recommend for future seminars?

Do you have any additional comments or suggestions?

Demographic Questions

Below is a sample of demographic questions intended for use in public health evaluation surveys. Several questions provide a menu of response options that can be tailored to a specific training audience. Additional demographic questions can be used in specific surveys as needed.

Please note that questions about personal attributes that could potentially identify a respondent, such as age, gender, and race, are not typically included on surveys with a limited number of respondents in order to protect confidentiality. Choose the appropriate questions for your survey.

Which one of the following categories best describes your primary role?

- Administrator or Director
- Clerical/Support Staff
- Dental Professional
- Emergency Management Professional
- Environmental Health Professional
- Epidemiologist or Biostatistician
- First Responder (EMT, paramedic, firefighter)
- Fiscal Professional
- Health Educator/Trainer
- Human Resources Professional
- Infection Control Practitioner
- Information Technology Specialist
- Laboratorian
- Law Enforcement (police, state patrol, FBI, etc.)
- Legal Professional (attorney, judicial)
- Mental or Behavioral Health Professional
- Nurse (community or public health nurse)
- Nurse (other RN, LPN, BSN, etc.)
- Nurse, Advanced Degree (ARNP, CNM)
- Nutritionist
- Pharmacist
- Physician
- Physician's Assistant (PA)
- Program or project manager
- Public Health Emergency Preparedness Planner
- Public Information, Media Relations, or Communications Specialist
- Student
- Teacher/Faculty/Researcher
- Other (please specify): _____

Additional primary role response options for a legal audience:

- Advocate
- Faculty – Law School
- Faculty – School of Public Health
- Policy Maker
- Researcher
- Student – Law School
- Student – School of Public Health

What type of organization or agency do you work for?

- College or university
- Community-based or nonprofit organization
- Federal health agency
- Health department – local
- Health department – state
- Hospital, medical center, clinic, or other health delivery center
- Police, fire, or EMS
- Private industry or business
- Tribe or tribal organization
- Other, please specify: _____

Additional organization or agency response options for a legal audience:

- City or County legal department
- Federal legal department
- State legal department (including Attorney General's Office)

How long have you worked in the field of public health?

- Do not work in public health [to be used with a broad audience]
- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

How many years have you been at your current position?

- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

In what state do you work?

[Drop down of 50 states plus US territories]

The area where I work is considered:

- Urban
- Rural
- Both

How large is the health jurisdiction where you work? (Estimated population size)

- Not applicable
- < 25,000
- 25,000–49,999
- 50,000–99,999
- 100,000–249,999
- 250,000–499,999
- 500,000–999,999
- 1,000,000+

What is your highest level of education?

- High school or equivalent
- Certificate or training program
- Associates degree
- Bachelor's degree
- Master's degree
- Doctorate (MD, PhD, JD, DrPH, etc.)
- Other, please specify: _____

In what discipline was that highest degree?

- Nursing
- Medicine
- Social Work
- Management or Business, Health Administration
- Public Health
- Nutrition
- Liberal Arts, Humanities, Social Sciences
- Natural Science, Biology
- Allied Health Discipline (i.e. PT, OT)
- Behavioral Science, Health Education
- Other, please specify: _____

What is your primary ethnicity/race? (Check one)

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or other Pacific Islander

White or Caucasian

Hispanic (all races)

Multiracial

Other (please specify): _____

What is your age?

19 years or under

20–29

30–39

40–49

50–59

60 years or over

Decline to State

What is your gender?

Female

Male

Decline to State

Pre-Training Evaluation Survey Template

For use with a pre- and post-training evaluation

Training Title:

Training Date(s):

Thank you for completing the following survey.

Confidentiality Statement

Your responses are confidential and will be analyzed collectively with other participant responses. Aggregate data are used to provide instructors with feedback regarding the quality of the training and collective benefit to the participants. [Evaluating organization] does not disclose individually identifiable responses.

Directions

For Paper-based surveys: Please mark only one answer for each question unless otherwise requested.

For electronic surveys: At the end of the survey, please click “Done” to submit your responses.

1. How long have you worked in the field of public health?

- Do not work in public health [to be used with a broad audience]
- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

2. How many years have you been at your current position?

- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

3. Which one of the following categories best describes your primary role?

- Administrator or Director
- Clerical/Support Staff
- Dental Professional
- Emergency Management Professional
- Environmental Health Professional
- Epidemiologist or Biostatistician
- First Responder (EMT, paramedic, firefighter)
- Fiscal Professional
- Health Educator/Trainer
- Human Resources Professional
- Infection Control Practitioner
- Information Technology Specialist
- Laboratorian
- Law Enforcement (police, state patrol, FBI, etc.)
- Legal Professional (attorney, judicial)
- Mental or Behavioral Health Professional
- Nurse (community or public health nurse)
- Nurse (other RN, LPN, BSN, etc.)
- Nurse, Advanced Degree (ARNP, CNM)
- Nutritionist
- Pharmacist
- Physician
- Physician's Assistant (PA)
- Program or project manager
- Public Health Emergency Preparedness Planner
- Public Information, Media Relations, or Communications Specialist
- Student
- Teacher/Faculty/Researcher
- Other (please specify): _____

Additional primary role response options for a legal audience:

- Advocate
- Faculty - Law School
- Faculty - School of Public Health
- Policy Maker
- Researcher
- Student- Law School
- Student- School of Public Health

4. What type of organization or agency do you work for?

- College or university
- Community-based or nonprofit organization
- Federal health agency
- Health department - local
- Health department – state
- Hospital, medical center, clinic, or other health delivery center
- Police, fire, or EMS
- Private industry or business
- Tribe or tribal organization
- Other (please specify): _____

Additional primary role response options for a legal audience:

- City or County legal department
- Federal legal department
- State legal department (including Attorney General's Office)

5. In what state do you work?

- Drop down list of 50 states plus US territories

The following question relates to the specific learning objectives of this training.

6. I can:

	Very Confident	Confident	Somewhat Confident	Beginning Confidence	Not Confident
[Insert list of course objectives]					

Please indicate your current confidence level for each of the following learning objectives. [For Paper-based surveys: ... by placing an **X** in the appropriate box. Please mark only in the boxes provided.]

7. Please comment on any specific training needs you have related to [insert training topic].

8. How do you anticipate using the knowledge and skills you gain from the [insert training name]?

Thank you for completing the questionnaire!

Post-Training Evaluation Survey Template

For use with a pre- and post-training evaluation

Training Title:

Training Date(s):

Presenter(s):

Thank you for completing the following survey.

Confidentiality Statement

Your responses are confidential and will be analyzed collectively with those of other participants. Aggregate data are used to provide instructors with feedback regarding the quality of the training and collective benefit to the participants. [Evaluating organization] does not disclose individually identifiable responses.

Directions

For Paper-based surveys: Please mark only one answer for each question unless otherwise requested.

For electronic surveys: At the end of the survey, please click “Done” to submit your responses.

For Paper-based surveys: For each statement below, please indicate your level of agreement by placing an X in the appropriate box. Please mark only in the boxes provided.

For electronic surveys: Please indicate your level of agreement with each of the following statements.

1. Please rate the following aspects of [insert training title]:

	Excellent	Very Good	Good	Fair	Poor
[Presenter one]’s knowledge of the subject matter					
[Presenter one]’s presentation delivery					
[Presenter two]’s knowledge of the subject matter					
[Presenter two]’s presentation delivery					

The following question relates to the specific learning objectives of this training.

2. I can:

	Very Confident	Confident	Somewhat Confident	Beginning Confidence	Not Confident
[Insert list of course objectives]					

As a result of attending the [training title], please indicate your current confidence level for each of the following learning objectives. **[For Paper-based surveys: ... by placing an X in the appropriate box. Please mark only in the boxes provided.]**

3. Please rate your level of agreement with the following statements:

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
I was satisfied with the overall training.				
The training enhanced my knowledge on the topic.				
I would recommend this training to others.				
The content was well organized.				
The slides enhanced the training.				
I will be able to apply the training information to my job.				

4. If you anticipate applying the information to your job, please explain how you expect to use it.

5. The length of the training was:

- Too short
- About right
- Too long

6. The quantity of information presented in the training was:

- Not enough
- About right
- Too much

7. The level of difficulty of the training for you personally was:

- Too easy
- About right
- Too difficult

8. What was the most valuable part of the training?

9. Please provide any suggestions for how the training could be improved.

Thank you for completing the questionnaire!

Post-Training ONLY Evaluation Survey Template

For use as a standalone survey

Training Title:

Training Date(s):

Thank you for completing the following survey.

Confidentiality Statement

Your responses are confidential and will be analyzed collectively with other participant responses. Aggregate data are used to provide instructors with feedback regarding the quality of the training and collective benefit to the participants. [Evaluating organization] does not disclose individually identifiable responses.

Directions

For Paper-based surveys: Please mark only one answer for each question unless otherwise requested.

For electronic surveys: At the end of the survey, please click “Done” to submit your responses.

1. How long have you worked in the field of public health?

- Do not work in public health [to be used with a broad audience]
- Less than 1 year
- 1–3 years
- 4 –6 years
- 7–10 years
- More than 10 years

2. How many years have you been at your current position?

- Less than 1 year
- 1–3 years
- 4 –6 years
- 7–10 years
- More than 10 years

3. Which one of the following categories best describes your primary role?

- Administrator or Director
- Clerical/Support Staff
- Dental Professional
- Emergency Management Professional
- Environmental Health Professional
- Epidemiologist or Biostatistician
- First Responder (EMT, paramedic, firefighter)
- Fiscal Professional
- Health Educator/Trainer
- Human Resources Professional
- Infection Control Practitioner
- Information Technology Specialist
- Laboratorian
- Law Enforcement (police, state patrol, FBI, etc.)
- Legal Professional (attorney, judicial)
- Mental or Behavioral Health Professional
- Nurse (community or public health nurse)
- Nurse (other RN, LPN, BSN, etc.)
- Nurse, Advanced Degree (ARNP, CNM)
- Nutritionist
- Pharmacist
- Physician
- Physician's Assistant (PA)
- Program or project manager
- Public Health Emergency Preparedness Planner
- Public Information, Media Relations, or Communications Specialist
- Student
- Teacher/Faculty/Researcher
- Other (please specify): _____

Additional primary role response options for a legal audience:

- Advocate
- Faculty - Law School
- Faculty - School of Public Health
- Policy Maker
- Researcher
- Student- Law School
- Student- School of Public Health

4. What type of organization or agency do you work for?

- College or university
- Community-based or nonprofit organization
- Federal health agency
- Health department - local
- Health department – state
- Hospital, medical center, clinic, or other health delivery center
- Police, fire, or EMS
- Private industry or business
- Tribe or tribal organization
- Other (please specify): _____

Additional primary role response options for a legal audience:

- City or County legal department
- Federal legal department
- State legal department (including Attorney General's Office)

5. In what state do you work?

- Drop down list of 50 states plus US territories

For Paper-based surveys: For each statement below, please indicate your level of agreement by placing an X in the appropriate box. Please mark only in the boxes provided.

For electronic surveys: Please indicate your level of agreement with each of the following statements.

6. Please rate the following aspects of [insert training title]:

	Excellent	Very Good	Good	Fair	Poor
[Presenter one]’s knowledge of the subject matter					
[Presenter one]’s presentation delivery					
[Presenter two]’s knowledge of the subject matter					
[Presenter two]’s presentation delivery					

The following question relates to the specific learning objectives of this training.

As a result of attending the [training title], please indicate your current confidence level for each of the following learning objectives. **[For Paper-based surveys: ... by placing an X in the appropriate box. Please mark only in the boxes provided.]**

7. I can:

	Very Confident	Confident	Somewhat Confident	Beginning Confidence	Not Confident
[Insert list of course objectives]					

8. Please rate your level of agreement with the following statements:

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
I was satisfied with the overall training.				
The training enhanced my knowledge on the topic.				
I would recommend this training to others.				
The content was well organized.				
The slides enhanced the training.				
I will be able to apply the training information to my job.				

9. If you anticipate applying the information to your job, please explain how you expect to use it.

10. The length of the training was:

- Too short
- About right
- Too long

11. The quantity of information presented in the training was:

- Not enough
- About right
- Too much

12. The level of difficulty of the training for you personally was:

- Too easy
- About right
- Too difficult

13. What was the most valuable part of the training?

14. Please provide any suggestions for how the training could be improved.

Thank you for completing the questionnaire!

IV. Resources

Program Planning and Evaluation Tips

Six Steps of Program Evaluation

Program planning and evaluation go together. These six steps can help put your organization on the right track for continuous quality improvement.

www.nwcphp.org/evaluation/tools-resources/program-evaluation-tips

Four Parts to a Training Needs Assessment

Conducting an assessment identifies what curriculum is needed to further develop your workforce, allowing you to make informed decisions and investments in training for your organization.

www.nwcphp.org/evaluation/tools-resources/training-needs-assessment-tips

Five Stages of Training Evaluation

Training evaluation tells you how well trainings were received. Our training evaluation module sets a framework for developing instruments.

www.nwcphp.org/evaluation/tools-resources/training-evaluation-tips

Online Training Modules

Logic Models and Outcome Measurement

This online course will teach you how to develop and use logic models. It also includes a discussion of measureable indicators and outcomes.

www.nwcphp.org/training/opportunities/online-courses/logic-models-and-outcome-measurement

Program Evaluation in Public Health

This online course provides background on program evaluation—who, what, when, and why and takes you through the steps to plan and conduct an evaluation.

www.nwcphp.org/training/opportunities/online-courses/program-evaluation-in-environmental-health

Data Collections for Program Evaluation

This online course teaches you how to collect the evidence you need to determine the impact of your public health program.

www.nwcphp.org/training/opportunities/online-courses/data-collection-for-program-evaluation

Data Interpretation for Public Health Professionals

This course introduces the terms used to describe the public's health and provides a basic competency in reading and presenting data.

www.nwcphp.org/training/opportunities/online-courses/data-interpretation-for-public-health-professionals

Questionnaire Design

Questionnaire Design: Asking questions with a purpose

Some of the best advice on how to design a questionnaire can be found in a toolkit developed by the Extension program in Wisconsin.

learningstore.uwex.edu/assets/pdfs/G3658-2.PDF

Other examples can be found at:

www.go2itech.org/HTML/TT06/toolkit/evaluation/forms.html

Comprehensive list of evaluation resources

www.cdc.gov/eval/resources

wEWStory Telling as an Evaluation Tool

www.qualitative-researcher.com/stories/stories-as-an-evaluation-method-2

Write more effective survey questions

14 tips to improve survey question writing

www.htm.uoguelph.ca/MJResearch/ResearchProcess/WriteBetterQuestion.htm

Writing better survey questions

Well written questions are needed for effective surveys. Poorly worded questions can confuse and cause inaccurate information that will not be useful.

www.msha.gov/training/trainingtips/trainingeval/tip5.htm

Online Software

Survey Monkey

This online software allows you to create and send surveys with up to 10 questions and 100 responses for free. Additional questions and features are available for a monthly fee. Survey Monkey includes data tabulation and graphics from your results.

<https://www.surveymonkey.com>

Question Pro

This online software also allows you to create and send small surveys with up to 100 responses for free. Additional questions and features are available for a monthly fee. Survey results include a report summary with data tabulation and graphics.

<http://www.questionpro.com>

Self-Study Guides

Developing an Effective Evaluation Plan

This workbook applies the CDC Framework for Program Evaluation in Public Health (www.cdc.gov/eval/framework/index.htm). The Framework lays out a six-step process for the decisions and activities involved in conducting an evaluation.

www.seachangecop.org/sites/default/files/documents/2011%20CDC-Evaluation-Workbook.pdf

Books

Handbook of Practical Program Evaluation Joseph S. Wholey, Harry P. Hatry, Kathryn E. Newcomer John Wiley & Sons, Mar 11, 2010 - Business & Economics - 768 pages

Kirkpatrick, D. L. (1975). 'Techniques for Evaluating Training Programs'. Evaluating training programs in D. L. Kirkpatrick (ed.) Alexandria, VA: ASTD.

Handbook of Practical Program Evaluation(2010)