

End of Course Evaluations

This Coaching Tip Sheet addresses the importance of End of Course evaluations to determine if the goals and objectives of the training have been achieved.

What are end of course evaluations and why are they important?

The purpose of training is to influence employee behavior, opinions, skill/performance level, or knowledge/application of the training presented. The purpose of an End of Course (EOC) Evaluations are to assist the Trainer in recognizing how well they have done in addressing the goals and objectives of the course **and** where there may be learning gaps. The evaluation also completes the learning cycle and should be used to continually analyze all aspects of the training. The EOC Evaluation includes both a “trainer self-evaluation” as well as feedback from the participants.

Many in-house trainers do not think an EOC Evaluations is important. An in-house trainer might think “I work with these people every day and I know them!” But herein lies the problem:

- We get busy with other tasks and forget to review our materials...and they become outdated.
- We fall into the trap of only lecturing and seldom pause to ask for a response on what participants have learned, if they understand it, and how to apply the goals and objectives to their lives and work activities.

Have you taken a class where there was little or no interaction? Do you recall wondering if you really understood the material – or when the last time the instructor reviewed their own material?

The OSHA Outreach Training Program Requirements state that you must incorporate some type of activity into your materials.

There are many types of evaluations. Choose the one(s) that work for you and your class.

Types of Evaluations

There are a variety of post-class evaluation instruments. Some of the most common are:

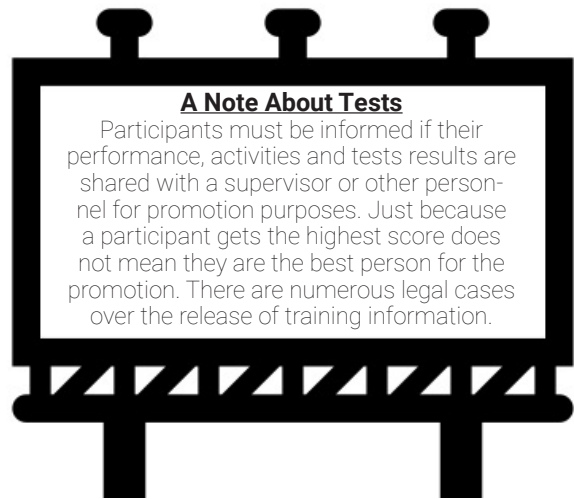
1. **Post Training Checklist:** Focuses on the logistical aspects of your training, giving you a tool to prepare for your next class. It includes: the location, materials, resources, and any special equipment you made need to conduct the class.
2. **Team Review:** This is important if there are multiple trainers. For those involved, a team review process ensures that everyone agrees as to the goals, objectives, activities, and assessments. (See *Appendix: End of Course Evaluation—Team Training*)
3. **Course materials:** How current are they? Information and data should not be more than three years old! Did you “throw it together at the last minute and then apologize” that “you forgot about the class?” Materials must be kept current and relevant to be useful.
4. **Performance Checklist:** This is used when a task must be performed according to certain parameters. For example, if you have to don and doff a personal fall arrest system according to manufacturer’s requirements. This should be developed in tandem with your learning objectives. (Sample

performance checklists are provided in the Appendices titled *Respirator Performance Checklist* and *Fall Arrest System Inspection Checklist*).

Depending on the training (*skill/performance-based or knowledge/application*), you may use more than one type of evaluation. For example, if the student must **perform** lockout/tagout in a work environment, the evaluation would assess *their skills and performance* in using a variety of locks and tags. If it is **knowledge/application-based** training for lockout/tagout, a **knowledge** evaluation would be *evaluating their ability to select* the proper lock/tag. The **application** would be *demonstrating* their ability to identify the types and *apply them* to a specific device.

- 5. Test Results:** Typically, in a 10- or 30-hour class, a knowledge review is helpful at the end of each module, topic, or end of the day. **Key to Remember:** an OSHA 10-Hour class is a minimum of two days and the 30-hour a minimum of four days. You may want to review at the end of the day and/or the next morning to reinforce the information. This is especially important if your class is delivered over a longer period of time (weeks to months). To assist you with developing a knowledge review or test questions, refer to the Appendices *Testing or Assessment Considerations* document AND *How to Write Test Questions* document.

Participants must be informed if their performance, activities and tests results are shared with a supervisor or other personnel for promotion purposes. Just because a participant gets the highest score does not mean they are the best person for the promotion. There are numerous legal cases over the release of training information. Answer sheets and results should be considered proprietary for the Outreach Trainer.



- 6. Self and Student Evaluations:** Would you want to take your own class? Be honest with yourself and be open to feedback! Consider whether you had adequate time and/or resources to prepare, or whether your content was relevant to the students. There are various questions for a self-evaluation, as well as questions you can provide your students that will address key items such as:
 - Trainer's skills knowledge,
 - course materials,
 - course content,
 - instructional methods,
 - instructional media, and
 - appropriate resources.

Refer to the document *Appendix: Self-Evaluation Checklist* for sample questions.

Sources

- *Designing and Delivering Effective Training*, (5th Edition), National Environmental Safety and Health Training Association (NESHTA), neshta.org.
- *The Learning Cycle*, National Highway Institute (NHI), Publication no. FHWA-NHI-21-017.