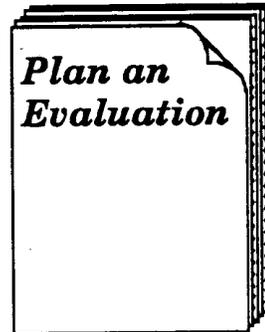


TRAINING EVALUATOR COURSE

M O D U L E T W O



JOB AID 2a

Plan an Evaluation

Title of Evaluation: _____

Project Officer for Evaluation: _____

Date Evaluation Initiated: _____

Projected Completion Date: _____

U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

SEPTEMBER 1992

Plan an Evaluation

■ **PURPOSE OF JOB AID**

TRADOC Schools, Integrating Centers, and HQ TRADOC developed this job aid in conjunction with other job aids and student workbooks that make up the Training Evaluator's Course.

As a DOES evaluator, you can use this job aid to help you plan any major training evaluation. It can be used to plan the evaluation of problems with regards to any training program, product, or process in your school. It can be used to plan the evaluation of an entire training program or a block of training within a program.

This job aid serves as a checklist, a worksheet, and an audit trail for planning your evaluation. It serves as a **checklist** to remind you of the things you need to do. It serves as a **worksheet** for recording decisions and information as you plan. And, it serves as an **audit trail** of the entire planning process.

This job aid will walk you through the steps required in planning a major training evaluation. The end product of the planning steps will be an **evaluation plan** which you will use throughout the entire evaluation.

■ **PROPONENT**

The proponent for this job aid, and for the entire Training Evaluator Course, is the Commander, Headquarters Training and Doctrine Command (HQ TRADOC). Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, HQ TRADOC, ATTN: ATTG-CD, Fort Monroe, VA 23651-5000. Make telephone inquiries by calling DSN 680-5590 or COMM (804) 728-5590.

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|----------|----------|
| A. _____ | H. _____ |
| B. _____ | I. _____ |
| C. _____ | J. _____ |
| D. _____ | K. _____ |
| E. _____ | L. _____ |
| F. _____ | M. _____ |
| G. _____ | N. _____ |

Plan an Evaluation

DIRECTIONS

1. Before beginning to plan your evaluation, make a copy of this job aid, three hole punch it, and put it into a three ring binder. This will allow you to add enclosures to the job aid and keep all your planning documents in one evaluation notebook.
2. Record the title of your evaluation (if known), today's date, the projected completion date for the evaluation (when known), and your name (if you are the project officer for evaluation) on the cover of the job aid.
3. **Part 1** of this job aid on page 7 provides space for recording information on other evaluators and points of contact (POC) from other organizations that will work with you on the evaluation. You will need this information as you plan and conduct your evaluation. Record the information as it becomes available.
4. **Part 2** of the job aid on pages 9 through 51 is a checklist of actions required as you plan your evaluation. The checklist includes: spaces for recording projected and actual completion dates on actions; space to reference enclosures attached to the job aid; and space for your notes. Read through all actions and become familiar with the entire process before beginning with the first action. After you read through the job aid, you may want to set some projected completion dates for certain actions and insert these dates into the spaces provided.
5. **Part 3** of the job aid is for enclosures. On the bottom of the Table of Contents (page 4), space is provided to develop an index of documents that you collect and use as you plan and conduct your evaluation. These could include notes, memos, and other documents you will need to refer to. As you develop or collect these documents insert them into Part 3 and record them on page 4. Use index tabs and dividers to separate the documents for easy reference later.
6. Keep in mind as you complete the planning actions that your end product will be an **evaluation plan**. The information you collect throughout the planning process will be used to develop the evaluation plan.

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7. Use the checklists in this job aid as you wish. Feel free to add additional actions that may be required or delete any actions not required for your particular evaluation.

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PART 2

CHECKLIST OF PLANNING ACTION

- Steps in Planning Phase:**
- 1. Identify the evaluation issue**
 - 2. Research the evaluation issue**
 - 3. Develop the draft evaluation plan**
 - 4. Develop the final evaluation plan**

Date Proj.	Date Comp	√	Planning Actions	Encl
			Step 1. Identify the evaluation issue	
_____	_____	<input type="checkbox"/>	1 If available, obtain written documentation (tasking, request, etc.) which initiated evaluation. (could be initiated internally by DOES or by an outside agency).	—

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Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	<p>2. Talk to individuals (or their POC) that initiated evaluation and clarify how/why evaluation was initiated, what the problem is, etc. (take good notes). Consider the following questions:</p> <ul style="list-style-type: none">• What are their expectations from the evaluation?• What decisions will be made based on the evaluation?• When do they expect/need results?• Does there seem to be a “hidden agenda”?• What evidence is there that a problem exists?• Is the problem a training problem or caused by other factors (environmental, motivational, etc.)	_____

TRAINING EVALUATOR COURSE

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Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	<p>3. Start developing a list of questions (issues) that need to be answered in order to address the apparent problem. Use the following guidelines:</p> <ul style="list-style-type: none">• List is very important...will be used to develop the evaluation plan and determine how the evaluation will be done• Continually update list as you proceed through the following planning actions.• Questions will result from your discussions, review of documentation, etc.• As list grows, group similar questions together.	—
_____	_____	□	<p>4. Talk to other individuals involved to get their interpretation of the problem and why the evaluation is needed. (take good notes)</p>	—

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	<input type="checkbox"/>	<p>5. Discuss problem with other evaluation project officers to get their ideas, recommendations, lessons learned, etc. Guidelines follow:</p> <ul style="list-style-type: none">• Do this throughout evaluation process (make the evaluation a team effort)• Remember to continually update your list of questions that you started at action 3 above.	_____

TRAINING EVALUATOR COURSE

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Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	<p>6. From list of questions (action 3) and discussions, develop your initial interpretation of the PROBLEM (will be required later for the evaluation plan). Use the following guidelines:</p> <ul style="list-style-type: none">• Extremely important...All other evaluation plan elements will evolve from the problem• States why the evaluation is being done• Can include a brief background of events• Take time to clarify the problem and all related issues• Get interpretations of problem from all involved• If there is no training problem, a major training evaluation is not needed (If it isn't broken, don't fix it)• You may have several different problems	_____

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Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	<p>7. From documentation and discussions, develop your initial interpretation of the IMPACT that not solving the problem would have on training/mission accomplishment. (will also be needed later for the evaluation plan) Guidelines follow:</p> <ul style="list-style-type: none">• If problem is not solved, what will suffer?• Try to define impact in measurable terms• Could be measured in training effectiveness, resource requirements (time, people, dollars, equip, etc.), mission accomplishment, etc.• If not measurable, estimate impact	—

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	<input type="checkbox"/>	<p>8. Make initial recommendation on whether to continue with evaluation (GO or NO GO). If evaluation is directed from above, evaluation may be mandatory. Some points to consider:</p> <ul style="list-style-type: none">• Is there a valid problem that needs fixing?• Consult with other project officers on methods, resources, etc. required to address problem• Are there resources available to do the evaluation?• Does the impact of not solving problem warrant the resources required to do the evaluation?• Can the information needed to address problem be collected?• Can evaluation be done by date results are required?	_____

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	9. If evaluation is a NO GO, distribute a Memorandum on how/why evaluation was initiated and why decision was made to stop evaluation effort. (* If the evaluation is terminated later, at any time in evaluation process, distribute a Memo)	—

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	<p>10 If evaluation is a GO, prepare a Memorandum on how/why the evaluation was initiated and distribute it to all individuals/organizations that will be involved. In memo, request POCs for evaluation and schedule an initial meeting with POCs to discuss evaluation. Guidelines follow:</p> <ul style="list-style-type: none">• Include, in Memo, your initial interpretation of PROBLEM and IMPACT (these will later be refined and included in the evaluation plan).• State in Memo that evaluation is “being considered”.• Request POC names, telephone nos., address, etc.• Include date, time, location, etc. of scheduled meeting• Record POC information, as it becomes available, on page 4 of this job aid.	_____

TRAINING EVALUATOR COURSE

Plan an Evaluation

TRAINING EVALUATOR COURSE

Plan an Evaluation

- Steps in Planning Phase:** √
1. Identify the evaluation problem
 2. **Research the evaluation problem**
 3. Develop the draft evaluation plan
 4. Develop the final evaluation plan
-

Date Proj.	Date Comp	√	Planning Actions	Encl
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Step 2. Research the evaluation problem

- | | | | | |
|-------|-------|---|---|---|
| _____ | _____ | □ | 1. If required, initiate a literature search on training area and/or problem(s) being evaluated (do a DTIC search, local search, etc. to identify related studies). (This could be done earlier in planning process.) | — |
|-------|-------|---|---|---|

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	<p>2. Begin collecting and reviewing feedback to determine if information is already available that addresses problem to be evaluated. This review or later reviews of feedback may result in cancelling or reducing the scope of the evaluation. Feedback to be reviewed could include:</p> <ul style="list-style-type: none">• Related evaluations/studies:<ul style="list-style-type: none">- Local (DOES, TRAMEA, DOTD, Training Dept., etc.)- Outside (AAA, ARI, TRAC, GAO, etc.)• Internal Feedback (student critiques, internal memos, training observation reports, AARs, etc.)• External Feedback (trip reports (BLT, etc.), AOSP data, lessons learned, etc.)	—

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Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
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□ 3. Begin collecting and reviewing training documentation and materials. Review to get initial familiarization with training area and/or problem(s) to be evaluated. Guidelines follow:

- Materials and documentation will be collected and reviewed throughout the evaluation.
- Review for familiarization only, more in-depth review will be done later during evaluation.
- Sources include: Training Depts, DOTD, DOES, school technical library, etc.
- If you have problems obtaining materials, you may have to request or task organizations in writing.
- Evaluation may require any/all of the following.

Training documents:

- Policy documents (local SOPs, School/TRADOC/Army regs, etc.)
- SAT Audit Trail documents (task lists, TLOs, learning analysis worksheets, etc.)
- TRAS documents (CAD, ITP, POI)
- Resourcing documents (TRM, etc.)

Training materials:

- Resident materials (lesson plans, student handouts, tests, textbooks, etc.)
- Non-resident materials (collective and individual products: MTP, SM-TG, ST, etc.)

TRAINING EVALUATOR COURSE

Plan an Evaluation

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Training records:

- Training schedules
- Equipment requirement records
- Student records (attendance, academic, demographic, attrition rates, student grade point plan, etc.)
- Instructor records (demographic, field experience, etc.)
- Historical records (POI time/subject matter changes, etc.)

Doctrinal / technical materials (FMs, TMs, etc.)

TRAINING EVALUATOR COURSE

Plan an Evaluation

- Steps in Planning Phase:
- √ 1. Identify the evaluation problem
 - √ 2. Research the evaluation problem
 - 3. Develop the draft evaluation plan**
 - 4. Develop the final evaluation plan

Date Proj.	Date Comp	√	Planning Actions	Encl
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Step 3. Develop the draft evaluation plan

- | | | | | |
|-------|-------|---|--|-------|
| _____ | _____ | □ | 1. Use the guidelines that follow (actions 1a - 1v) to develop initial drafts of evaluation plan elements . | _____ |
|-------|-------|---|--|-------|

Some points to remember:

- Do not worry about developing detailed plans at this time.
- Use an existing plan from a similar evaluation as an example to work from.
- Remember, the plan is a working document, everything is subject to change as the situation changes.
- Remember to consult with other experienced evaluators.
- Most elements of the evaluation plan will depend on the resources and support available to do the evaluation (trade-offs on what you should do, as compared to what you can do, will be required).

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	<p>1a. A brief outline of an evaluation plan with short descriptions of each element is shown on Page 25. The outline shows the order in which elements appear in the finished evaluation plan but not the order in which they are developed.</p> <p>BRIEFLY SCAN the outline on Page 25 to get familiar with the elements of the plan.</p> <p>THEN TURN TO PAGE 26 for step-by-step guidelines on developing each element of the plan.</p>	—

TRAINING EVALUATOR COURSE

Plan an Evaluation

Evaluation Plan (Title of Evaluation)

- 1. Purpose** (What will the evaluation accomplish, in broad terms? What is the overall aim of the evaluation?)
- 2. Background**
 - 2a. Problem** (Why is the evaluation being done?)
 - 2b. Impact** (What are the consequences, in measurable terms, of not solving the problem?)
- 3. Scope**
 - 3a. Limitations** (What pertinent questions will not be answered due to resource or other constraints?)
 - 3b. Assumptions** (What will you assume about the pertinent questions that cannot be answered due to Limitations?)
- 4. Objectives** (What will the evaluation accomplish, in regards to specific areas being evaluated?)
- 5. Essential Elements of Analysis (EEAs)** (What specific and measurable questions will the evaluation answer?)
- 6. Methodology**
 - 6a. Data Collection and Analysis Methodology** (How will you collect and analyze the data/information required to answer the EEAs?)
 - 6b. Reporting and Follow-up Methodology** (How will you report findings, conclusions, and recommendations; and follow-up on actions taken?)
- 7. Evaluation Representatives and Responsibilities** (What organizations/individuals will be involved in the evaluation, and what will be their responsibilities?)
- 8. Resource and Support Requirements**
 - 8a. Resource Requirements** (What resources will be required to collect and analyze the information, and report the results?)
 - 8b. Support Requirements** (What support, from outside agencies, will be required and who will provide the support?)
- 9. Evaluation Schedule** (What are the expected start and completion dates for each significant evaluation activity?)
- 10. References and Related Studies**
 - 10a. References** (What major references include information pertinent to the evaluation?)
 - 10b. Related Studies** (What completed or on-going studies have addressed issues pertinent to the evaluation?)

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____		<p>Use the following guidelines to develop initial drafts of evaluation plan elements. These guidelines offer one approach to developing the plan. This approach is a linear approach where development of one element leads to development of the next, and so on. You may prefer another approach where different elements are developed concurrently. Regardless of the approach you use, the following guidelines will assist you in developing your evaluation plan.</p> <p>□ 1b. BACKGROUND (PROBLEM and IMPACT). You have already developed the initial PROBLEM and IMPACT during Step 1 (Identify the evaluation problem.) Other elements will evolve from these.</p>	_____

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	<input type="checkbox"/>	<p>1c. Refine your list of questions that need to be answered to address the evaluation PROBLEM. (This list was started at Action 3 on page 9 of this job aid.) Guidelines follow:</p> <ul style="list-style-type: none">• Group similar questions together• Delete redundancies• Ensure questions are specific, clear, measurable• Re-write questions if necessary	_____
_____	_____	<input type="checkbox"/>	<p>1d. Determine what information (data) is needed to answer each question on the refined list. Some points to consider:</p> <ul style="list-style-type: none">• Do you need objective data such as test results, student demographic data, academic records, etc.?• Do you need subjective data such as opinions or perceptions from students, graduates, instructors, subject matter experts, training administrators, managers, etc.?	_____

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	<input type="checkbox"/>	1e. Determine if the information (data) needed to answer each question is available for collection.	
_____	_____	<input type="checkbox"/>	1f. Determine how you should collect and analyze the information needed to answer each of the questions. (This is the beginning of the evaluation METHODS.) Guidelines follow: <ul style="list-style-type: none">• How should you collect the information necessary to answer each question? (surveys, interviews, document review, observations, tests, use automation, etc.)?• What type of data collection instruments will be required?• How should you analyze the information (data) collected? (use of an automated statistical package, descriptive/inferential statistics, etc.)• *If you will evaluate a training progra, use Job Aid 1 (Training Program Evaluations) to determine the type(s) of evaluation you will do and how you will collect information.	

TRAINING EVALUATOR COURSE

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- * Refer to other Training Evaluator Course workbooks and job aids for guidance on evaluation of training programs, products, and processes.

_____ _____ □ 1g.

Determine if you have the resources (time, expertise, dollars, people, etc.) to collect and analyze the information required to answer each question? _____

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	<input type="checkbox"/>	1h. Determine if there are any intervening factors (variables) that you cannot control during the evaluation. (intervening factors are things that will influence the information you collect and possibly prevent you from answering the questions.)	—
_____	_____	<input type="checkbox"/>	1i. Based on the results of actions 1d-1h, determine which questions you will answer by doing the evaluation and which you will not answer. Make two lists of questions. <ul style="list-style-type: none">• Those questions you will not answer will be used to develop the SCOPE (LIMITATIONS and ASSUMPTIONS) of the evaluation;• Those you will answer will be used to develop the ESSENTIAL ELEMENTS OF ANALYSIS (EESs) of the evaluation	—

TRAINING EVALUATOR COURSE

Plan an Evaluation

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□ 1j. **SCOPE (LIMITATIONS)**

Use the list of questions you cannot answer to develop the initial **LIMITATIONS** of the evaluation. (**LIMITATIONS** are pertinent questions that will not be addressed due to unavailability of information, resource/support constraints, or other intervening factors). Use the following guidelines:

- May be determined by **limited information** available (information may be lost, not accessible, etc.)
- May be determined by **limited resources** available to do evaluation (time, people, money, expertise, etc)
- May be determined by **limited support** available) access to training areas, automation support, SMEs, etc.)
- May be determined by **intervening factors** (variables) that cannot be controlled during the evaluation; i.e., exposure of trainees to different factors, that will influence performance, revision of training program, weather, different training environments, etc.

TRAINING EVALUATOR COURSE

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Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	1k. SCOPE (ASSUMPTIONS) Based on the LIMITATIONS, develop initial ASSUMPTIONS about the pertinent questions you cannot address. (i.e. What must you assume the answers to the questions to be?) Use the following guidelines: <ul style="list-style-type: none">• Carefully identify and develop• Will exert a major influence on the evaluation• Assumptions can be thought of as unproven considerations accepted as fact• For example you might have to assume that certain skills are randomly distributed among trainees; or that certain tests are valid measures of performance; or that proficiency is not affected by different instructors.	_____

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Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	<input type="checkbox"/>	11. ESSENTIAL ELEMENTS OF ANALYSIS Use the list of questions you can answer (action 1i.) to develop the initial ESSENTIAL ELEMENTS OF ANALYSIS (EEAs) of the evaluation. (EEAs are specific and measurable questions the evaluation will answer.) Guidelines follow: <ul style="list-style-type: none">• Group similar questions together to form EEAs• EEAs focus the intent of the evaluation• Write the EEAs as questions• Delete redundant questions• Ensure EEAs are specific, clear, measurable• EEAs will support the evaluation OBJECTIVES	_____

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	<p data-bbox="508 363 805 394">1m. OBJECTIVES</p> <p data-bbox="578 432 1312 621">Group similar EEAs together to develop the initial evaluation OBJECTIVES. (OBJECTIVES are statements which summarize what the evaluation will accomplish in regards to general areas being evaluated).</p> <p data-bbox="578 625 841 657">Guidelines follow:</p> <ul data-bbox="610 699 1284 993" style="list-style-type: none"><li data-bbox="610 699 1284 768">• Group EEAs that relate to each general area the evaluation is addressing<li data-bbox="610 772 1284 884">• In regards to each area, write a statement that summarizes what the evaluation will accomplish<li data-bbox="610 888 1284 919">• Begin each statement with "To determine..."<li data-bbox="610 924 1284 993">• OBJECTIVES will support the evaluation PURPOSE	—

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	1n. PURPOSE From the OBJECTIVES develop the initial PURPOSE of the entire evaluation. (The PURPOSE is a few brief statements, in broad general terms, on what the evaluation will accomplish; i.e. what the overall aim of the evaluation is.)	_____

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	<p>10. DATA COLLECTION AND ANALYSIS METHODS</p> <p>Using the results from all previous steps, develop the procedures you will use to collect and analyze the data/information required to answer each of the EEAs.</p> <p>Some points for consideration:</p> <ul style="list-style-type: none">• How will you collect the information necessary to answer each EEA? (questionnaires, interviews, document review, observations, tests, use of automation, etc)• What type of data collection instruments will be required?• How will you analyze the information (data) collected? (automated statistical package, descriptive/inferential statistics, etc.)• Present the methodology by objective or EEA• *Refer to Lesson 2 (Collecting Data) and Lesson 3 (Analyzing Data) of Module 2 of the Training Evaluator Course• *Refer to other Training Evaluator Course workbooks and job aids for guidance on different type evaluations of training programs, products, and processes.	—

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	1p. REPORTING AND FOLLOW-UP Develop the procedures you will use to report the findings, conclusions, and recommendations; and follow-up on decisions made and/or actions taken as a result of the evaluation. Some points for consideration: <ul style="list-style-type: none">• Will the results be presented prior to the report?• How will draft and final reports be staffed?• Who will make final decisions on recommendations?• When and how will a follow-up be conducted?• *Refer to Lesson 4 (Reporting and Follow-up) of Module 2 of the Training Evaluator Course	—

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
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____ ____ □ 1q. **EVALUATION REPRESENTATIVES AND RESPONSIBILITIES**

From the METHODS and previous discussions with POCs, develop the initial EVALUATION REPRESENTATIVES AND RESPONSIBILITIES. Use the following guidelines: —

- Include all organizations (DOES, DOTD, Tng Depts, other schools, units, etc.) involved in the evaluation
- Include responsibilities of each organization
- Include at least POC names, title, organization, telephone number.
- Include responsibilities for providing information and materials, access to training, use of student and instructor time for data collection, etc.

TRAINING EVALUATOR COURSE

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□ 1r. **RESOURCE REQUIREMENTS**

From the METHODS and discussions with POCs and other evaluators, develop the initial RESOURCE REQUIREMENTS for conducting the evaluation.

Use the following guidelines:

- List by major evaluation phases and/or products (i.e. Planning, Data Collection, Data Analysis, Reporting, Follow-up, etc.)
- Include funds required for TDY, contractor support, special equipment/supplies, contracted printing, etc.
- List in-house manpower requirements in staff-months (21 work days)

TRAINING EVALUATOR COURSE

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1s. **SUPPORT REQUIREMENTS**

From the METHODS, EVALUATION REPRESENTATIVES AND RESPONSIBILITIES, and discussion with POCs and other evaluators, develop the initial SUPPORT REQUIREMENTS. Use the following guidelines: —

- Outline organizations and support required from each
- Include materials/information needed, instructor/student time needed, admin support, in-house printing and data processing support, etc.
- May be some overlap with step 1q. (EVALUATION REPRESENTATIVES AND RESPONSIBILITIES)

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
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□ 1t. **EVALUATION SCHEDULE**

From the METHODS, RESOURCE/SUPPORT REQUIREMENTS, discussions, etc.; develop the initial EVALUATION SCHEDULE. Use the following guidelines:

- List milestones for each significant evaluation activity or product (i.e. development of plan, data collection instruments, data collection, data analysis, interim and final reports, follow-up, etc.)
- List expected start and completion dates (mo/yr)
- Remember, things usually take much longer than anticipated. Give yourself plenty of time.

TRAINING EVALUATOR COURSE

Plan an Evaluation

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1u. **REFERENCES**

From your discussions and review of documentation/materials begin to develop a list of REFERENCES.

- List major references (memos, letters, decision papers, policy documents, etc.) that affect the evaluation

1v. **RELATED STUDIES**

From the initial results of your literature search and your review of evaluations/studies, begin to develop a list of RELATED STUDIES. Use following guidelines:

- List any completed or on-going studies done on same or related training areas and issues
- Include studies identified through literature search
- Include title, date, organization, POC, etc.

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	<p>2. Prepare for initial coordination meeting with all POCs. Meeting was scheduled at, Action 10 on page 17 of job aid. Prepare notes and questions on all topics requiring discussion, to include:</p> <ul style="list-style-type: none">• Yourself and DOES mission• Purpose of meeting (to discuss initial evaluation plans)• Agenda for meeting (organize by evaluation plan elements)• Background, why/how evaluation was initiated• Purpose of evaluation, overview of evaluation process• Use of data collection instruments• Training materials needed from POCs (see Step 2 Action 3)• You will need support from all individuals/organizations involved (documents; materials; access to files, classrooms, students, instructors, tests, student critiques, training schedules, academic records, attrition records, graduate assignment records, etc.)• Ask about current training problems experienced by POCs (students, instructors, logistical support, resourcing, etc.)• Ask about recent or upcoming changes in training program (student input, training time, tasks taught, etc.)• Ask about changes in equipment, personnel, doctrine, or organizations that will affect the training program	—

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
			<ul style="list-style-type: none">• Ask about any other on-going or planned evaluations, AOSP surveys, field visits, assessments, etc.	

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	□	3. Conduct initial coordination meeting with POCs. <ul style="list-style-type: none">• Give introductions/background• Discuss evaluation plan elements (evaluation purpose, problem, impact, objectives, etc.)• Get everyone involved.• Discuss how plan, report, and recommendations will be staffed.• Additional points that should be made at meeting include:<ul style="list-style-type: none">- Everyone will be kept informed.- Will not drop bombshells at end of evaluation.- Will not evaluate individuals.- Overall goal is to assist organization and improve training, not look for things being done wrong.- Be careful about committments on how, when, or even if evaluation will be done.- Take good notes or use a recorder.	_____

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	<input type="checkbox"/>	4. Prepare Memorandum on results of meeting.	—
_____	_____	<input type="checkbox"/>	5. Provide copy of Memorandum to all concerned.	—
_____	_____	<input type="checkbox"/>	6. Based on meeting, develop and/or refine initial drafts of evaluation plan elements, as required, to form the DRAFT EVALUATION PLAN, using format on page 25.	—

TRAINING EVALUATOR COURSE

Plan an Evaluation

- Steps in Planning Phase:**
- √ 1. Identify the evaluation problem
 - √ 2. Research the evaluation problem
 - √ 3. Develop the draft evaluation plan
 - 4. **Develop the final evaluation plan**

Date Proj.	Date Comp	√	Planning Actions	Encl
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Step 4. Develop the final evaluation plan

- | | | | | |
|-------|-------|--------------------------|---|-------|
| _____ | _____ | <input type="checkbox"/> | 1. Prepare the draft evaluation plan for staffing.

• Suggested format for evaluation plan is shown on page 25. | _____ |
|-------|-------|--------------------------|---|-------|

- | | | | | |
|-------|-------|--------------------------|---|-------|
| _____ | _____ | <input type="checkbox"/> | 2. Staff draft evaluation plan within DOES.

• Provide plan to other DOES project officers/evaluators for their review and comments
• Make necessary revisions
• Provide plan to supervisor(s) for review
• Make necessary revisions | _____ |
|-------|-------|--------------------------|---|-------|

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
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- | | | | | |
|-------|-------|--------------------------|--|--|
| _____ | _____ | <input type="checkbox"/> | <p>3. Staff draft evaluation plan outside DOES</p> <ul style="list-style-type: none">• Prepare cover memo for staffing• Either staff for concurrence and written comments <p style="text-align: center;">and/or</p> <ul style="list-style-type: none">• staff with request for POCs to attend meeting to discuss plan (if meeting is required; include date, time, location, etc. on meeting in memo) | |
| _____ | _____ | <input type="checkbox"/> | <p>4. If POC meeting is scheduled, prepare for meeting.</p> <ul style="list-style-type: none">• Prepare notes on potential problem areas• Prepare an agenda• Cover background on how evaluation was initiated, etc.• Be prepared to answer specific questions | |

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	<input type="checkbox"/>	5. If POC meeting is scheduled, conduct meeting. <ul style="list-style-type: none">• Give introductions, background• Go through plan item by item, get consensus on each item then move to the next• Try to resolve all differences of opinion• Make sure POCs understands their responsibilities• Ensure POCs understand that the plan is a working document and subject to change• Take good notes or use a recorder.	—
_____	_____	<input type="checkbox"/>	6. If POC meeting is held, prepare MFR on results of meeting.	—

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	<input type="checkbox"/>	7. Make revisions to draft plan based on staffing and/or meeting, and develop FINAL EVALUATION PLAN (although we call it "final" it is always subject to revision).	—
_____	_____	<input type="checkbox"/>	8. Provide "final" plan to other project officer(s) and supervisor for review and make final revisions, if required.	—
_____	_____	<input type="checkbox"/>	9. Staff final plan with Decision Maker for approval.	—

TRAINING EVALUATOR COURSE

Plan an Evaluation

Date Proj.	Date Comp	√	Planning Actions	Encl
_____	_____	<input type="checkbox"/>	10. Distribute final plan to all concerned with evaluation. <ul style="list-style-type: none">• Prepare cover memo for distribution<ul style="list-style-type: none">- Mention meeting with POCs- Mention upcoming milestones- If anyone has comments, request they call- Mention that Decision Maker has approved plan	_____

TRAINING EVALUATOR COURSE

Plan an Evaluation

PART 3

ENCLOSURES TO JOB AID