

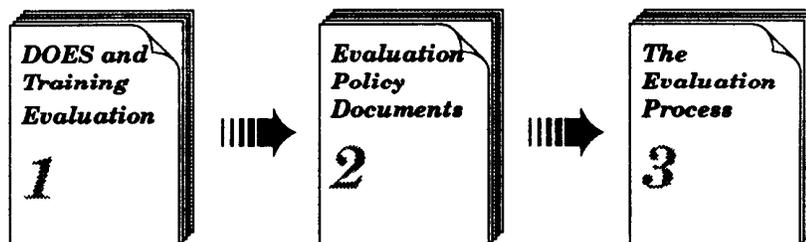
TRAINING EVALUATOR COURSE

M O D U L E O N E

S T U D E N T W O R K B O O K

***Introduction to DOES
and Training Evaluation***

MODULE 1 LESSONS



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

SEPTEMBER 1991

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

PROPONENT

▼.....
TRADOC schools, Integrating Centers, and HQ TRADOC developed the materials that make up the Training Evaluator Course as a team effort. We acknowledge the work of all individuals and organizations that directly participated in this effort. We thank them for the support they provided and congratulate them on a job well done.

▼.....
The proponent for this document and the 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) 727-5590.

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Introduction to DOES and Training Evaluation

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INTRODUCTION

**PURPOSE OF
WORKBOOK** ▼.....

This workbook is one of a series of workbooks that, with other training materials, is used in the Training Evaluator Course. The course was developed primarily for new training evaluators assigned to the Directorate of Evaluation and Standardization (DOES) in each TRADOC school. Although designed primarily for DOES personnel in TRADOC schools, the training may be beneficial to other personnel who have training evaluation responsibilities.

The Training Evaluator Course consists of a series of training modules. Each module will train you on a specific task or tasks that DOES training evaluators perform. This workbook will be your guide as you work through Module 1. The other modules that make up this program are shown in the table below.

**Modules In The
Training Evaluator Course**

1. **Introduction to DOES and Training Evaluation**
2. **The Evaluation Process**
3. **Evaluation of SAT Audit Trail Documents**
4. **Evaluation of TRAS Audit Trail Documents**
5. **Evaluation of Training Implementation**
6. **Evaluation of Student Learning**
7. **Evaluation of Training Transfer to the Job**

**HOW TO USE
THE
WORKBOOK** ▼.....

This workbook and all other materials associated with the Training Evaluator Course were designed for you to use in a classroom situation with a course manager available. This course manager will help guide you through the various activities, provide feedback to you on your work, answer your questions, and provide any other assistance you require.

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Although we recommend that you complete this workbook in a classroom situation, it can stand alone; you can complete it without assistance from a course manager, much like a correspondence course. If you work through the workbook by yourself, ignore the references made to course managers in the workbook. If you are using the workbook in a classroom situation with a course manager available, as it is intended to be used, follow all directions.

Following this introduction, you will complete a series of activities, including short reading assignments. To reinforce the readings, you will be required to complete short exercises following some readings. In these exercises, you will be asked to answer questions or perform certain skills discussed in the reading. After each exercise, the course manager will provide you feedback on how well you did on the exercise.

When you complete the workbook, you will be directed to see the course manager, who will provide you an End-of-Module Exercise. After you complete the End-of-Module Exercise, the course manager will check your work. The course manager will give you feedback on the exercise and then either direct you to do additional exercises in this module or provide materials for the next module.

As you have probably noticed, there is blank space on the left side of each page in this workbook. You can use this space for writing notes if you desire.

Take your time working through the workbook. If you have any questions, don't hesitate to ask the course manager.

MODULE OVERVIEW

▼.....
To win on the battlefield each soldier must know their unit's mission and what role they play in helping their unit accomplish this mission. They must understand their specific job, but they must also understand the "big picture."

You, as a training evaluator, are no different than a soldier on a battlefield. You must also understand your specific job and responsibilities as a training evaluator. You must also have a broad understanding of what your organization's overall mission is. This module will give you the "big picture" on training evaluation.

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Introduction to DOES and Training Evaluation

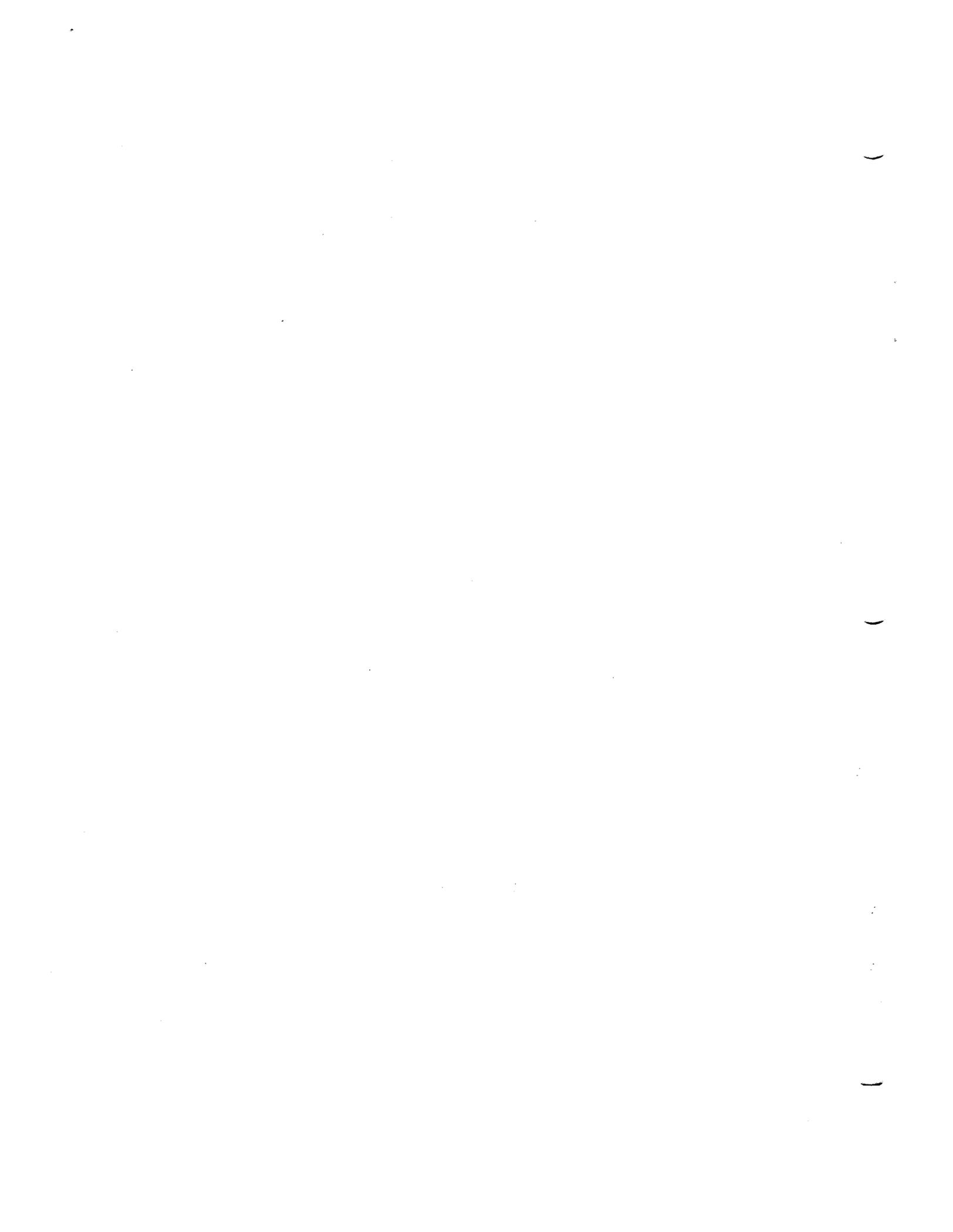
This module is made up of 3 Lessons.

In Lesson One, we will discuss the evaluation responsibilities of DOES and the different types of evaluations DOES conducts. We will also discuss the terms “evaluation” and “training evaluation” and define these terms.

In Lesson Two, we will discuss the formal DOES mission as directed by local and TRADOC regulations. This will include a discussion of the role of evaluation in the Systems Approach to Training (SAT) process.

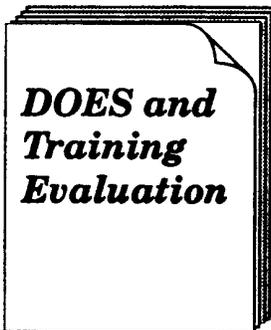
In Lesson Three, we will briefly discuss the evaluation process. This will include a discussion of how DOES evaluations are initiated and how major evaluations are done. Lesson three will set the stage for Module 2 of the course, which will provide a more in-depth discussion of the evaluation process and each phase of the process.

After completing the three lessons in this module you will complete an End-of-Module Exercise that will reinforce what the module lessons covered.



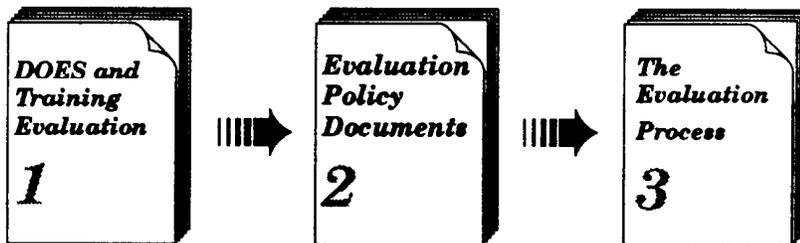
LESSON

1



DOES and Training Evaluation

MODULE 1 LESSONS



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

Introduction to DOES and Training Evaluation

■ **LESSON INTRODUCTION**

In this lesson we will discuss the following topics:

- **The Major Evaluation Responsibilities of DOES**
- **The terms “Evaluation” and “Training Evaluation”**
- **The types of Evaluations, Training Evaluations, and Training Program Evaluations that DOES conducts**

■ **LESSON OBJECTIVE**

The training objective for this lesson is shown below. This objective includes: the **action** you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this action, and the **standards** to which you will be able to perform the action.

Conditions - Given a job aid for identifying the type of training evaluation required for given situations, and five scenarios that include problems requiring a training evaluation;

Action - You will identify the type of training evaluation required to address the given problem and describe ways to collect informations required for the evaluation.

Standards - You will correctly identify evaluation types (IAW guidance in job aid).

■ **LESSON ACTIVITES**

**DOES
RESPONSIBIL-
ITIES**

▼.....
You, as an individual evaluator, are part of a larger evaluation team. That team is the Directorate of Evaluation and Standardization, or DOES. DOES “does” evaluations.

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In addition to doing evaluations, DOES has other responsibilities that are not directly related to doing evaluations. These nonevaluation responsibilities include management and administration responsibilities associated with getting resources, personnel, and other requirements for doing evaluations.

This course will train you on the evaluation responsibilities of DOES and your role in helping DOES carry out these responsibilities. The course will not provide training on DOES management and administration responsibilities.

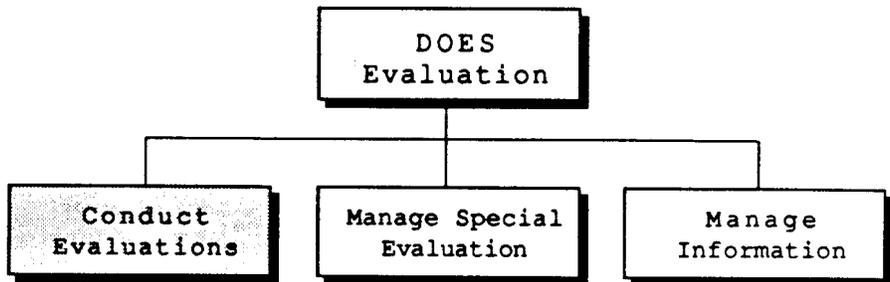
For the purposes of this course, we have broken out DOES evaluation responsibilities into three major areas. The three major evaluation responsibilities of DOES are to:

- **conduct evaluations**
- **manage special evaluation programs**
- **manage information**

You may be required to work in any or all of these three areas of responsibility. Although this course will provide training in all three of these areas, the major emphasis of this lesson will be on the first responsibility—to **conduct evaluations**. In this lesson we will first discuss the different types of evaluations that DOES conducts, later we will discuss the other two evaluation responsibilities—to **manage special evaluation programs** and to **manage information**.

Conduct of Evaluations

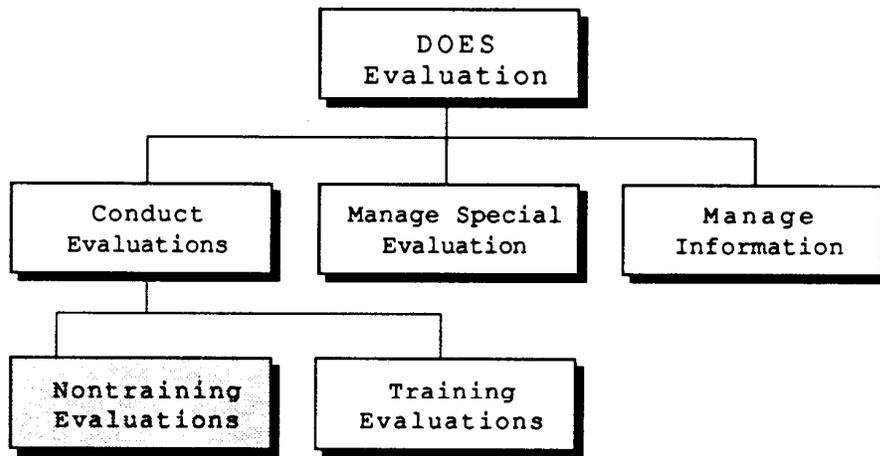
▼.....
The major evaluation responsibility of DOES is to **conduct evaluations**.



Introduction to DOES and Training Evaluation

DOES conducts many different types of evaluations. No matter what type of evaluation you are doing, there are certain things that you must do; there is a system for doing evaluations. This system is called the Evaluation Process. The evaluation process is briefly discussed in Lesson 3 of this module and will be discussed in detail in Module 2 of this course.

All evaluations can be categorized into two broad types—evaluations that address issues that are not related to training and evaluations that address training-related issues. We can refer to these two broad categories of evaluations as **Nontraining evaluations** and **Training evaluations**.



Nontraining evaluations

▼..... Although most of DOES's evaluation responsibilities are related to your school's training programs, products, or processes, DOES can be tasked to conduct evaluations that are not related to training. Nontraining evaluations, sometimes referred to as "special studies", are usually initiated by your school. These evaluations focus on a specific nontraining problem that needs fixing.

Examples of non-training evaluations might include an evaluation to identify the factors that influence captains to resign from the Army or an evaluation to identify causes of malfunctions in a weapon system.

Most DOES evaluations are training related. Although the

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

information we will discuss in this course applies to conducting any type of evaluation, our major concern in this course will be the conduct of training evaluations. In the following sections of this lesson, we will discuss training evaluations in general and the different types of training evaluations that DOES conducts. TRADOC Regulation 350-15 provides additional information pertaining to evaluation of products and processes.

EXERCISE

▼.....

“Evaluation” and “Training Evaluation”

Since you started reading this workbook, we’ve used the word “evaluation” over and over again. It would seem appropriate at this time to reach a mutual understanding on what the term “evaluation” means.

What is evaluation? Take a couple minutes to think about what the word “evaluation” means to you. Jot down your definition of “evaluation” in the space below.



When you are finished, turn the page.

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Introduction to DOES and Training Evaluation

**Training
Evaluation
Definition**

▼.....
If you look up the word "evaluate" or "evaluation" in dictionaries or other references you will find definitions that include phrases similar to these:

- "to determine the value of"
- "to determine if objectives are met"
- "to determine the worth of"
- "comparison of one method to another"
- "careful appraisal and study"
- "assigning grades"; etc., etc., etc.

Another definition that you're not likely to find in dictionaries is the following:

EVALUATION:

"To provide information to aid in decision making"

We like this definition although the formal definition in TRADOC Regulation 350-7 is "The collection, analysis, and reporting of information pertaining to performance to provide evidence of effectiveness and efficiency". Using our short definition of "evaluation", we can easily come up with a definition for "training evaluation":

TRAINING EVALUATION:

"To provide information on training programs, products, and processes to aid in decision making"

An evaluation can determine the worth of a training program; it can determine if training objectives are met; or it can appraise the value of a new training technique. But an evaluation cannot make a decision that will result in

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Introduction to DOES and Training Evaluation

improvements to training—**only decision makers can do this**. Evaluations, by themselves, result in nothing. Only when they assist the decision maker in making wise training decisions do they accomplish anything.

Your overriding mission as a training evaluator is to **provide information to decision makers to assist them in making training decisions**. These could include decisions on whether to continue the training, whether and how to improve the training, the cost effectiveness of the training, etc.

Our definition of **training evaluation** implies that all you have to do as a training evaluator is collect information and give the information to the people in your school who make the decisions. That sounds simple enough, but is it really that simple?

If you have been involved in Army training for any time at all, you know that training evaluation is not that simple. There are many different types of training programs, products, and processes that can be evaluated. There are also many different ways to evaluate these programs, products, and processes.

Within your school alone there are probably dozens of different **training programs** (courses) teaching hundreds of different subjects. In addition to the training programs, your school develops hundreds, possibly thousands, of different **training products**. Developing and implementing these programs and products requires that we have different **training processes**.

In addition to there being many different training programs, products and processes, there are also many different categories of training. There is resident and nonresident training, individual and collective training, active component and reserve component training, and on and on.

Your organization, the Directorate of Evaluation and Standardization, is responsible for evaluating all these different aspects of training. To further complicate the matter, as we have stated previously, DOES is also responsible for evaluating issues that have nothing to do with training. These nontraining evaluations include evaluation of issues dealing with Army doctrine, personnel, weapon systems, organizations,

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Introduction to DOES and Training Evaluation

etc. So as you can see, **evaluation**, and more specifically **training evaluation**, is not that simple.

Just as there are many different aspects of training to evaluate, there are also many different ways to do training evaluation. It is difficult to describe a typical evaluation since no two are exactly alike. It is also difficult to categorize training evaluations, but some categorization is necessary to put DOES's training evaluation responsibilities into an understandable perspective.

**Training
Evaluation:
Types**

▼.....
Training evaluations are individual evaluations, usually initiated locally, that examine specific training **programs, products, or processes**. Training evaluations can be categorized into three broad categories: **Training Program Evaluations; Training Product Evaluations; and Training Process Evaluations.**

A **“training program”** evaluation is an evaluation of either an entire course or a block of training within a course.

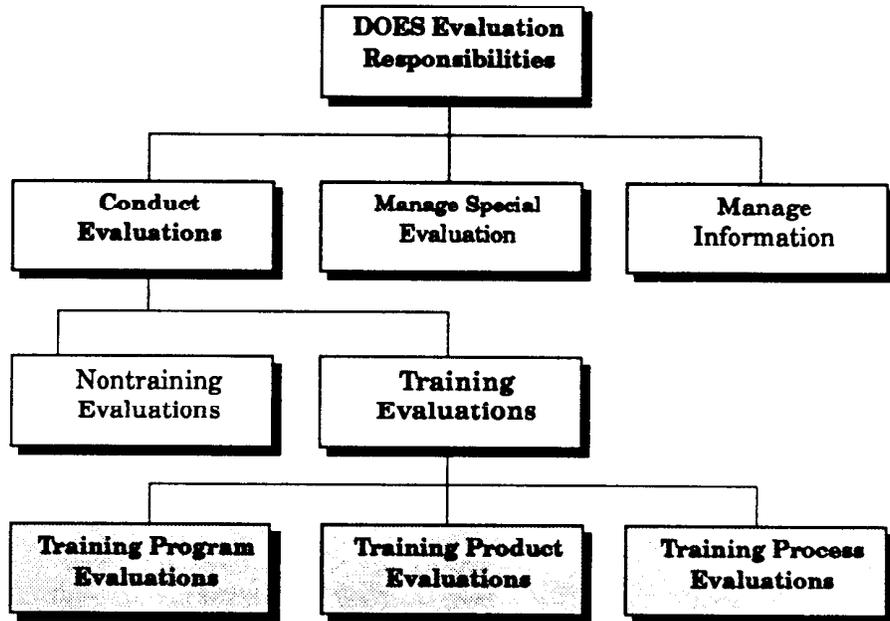
A **“training product”** evaluation is an evaluation of a training product that your school produces.

A **“training process”** evaluation is an evaluation of one of the processes your school uses for developing or implementing training or training products.

We will now add these three type of training evaluations to our chart on DOES evaluation responsibilities.

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We can break down each of these three broad categories of evaluations further into more specific types of evaluations. There are dozens of different training products and processes that can be evaluated in your school. Rather than spending a lot of time discussing how to evaluate all the different training products and processes, our discussion will focus on training program evaluations. We will, however, briefly discuss the evaluation of training products and processes later in this lesson. Most of your DOES assets are probably expended on training program evaluations.

TRAINING PROGRAM EVALUATIONS

▼.....
As we stated earlier, a **training program** evaluation is an evaluation of a particular course or block of training within a course. The term “training program” simply means a training course. We will use the terms “training program” and “course” interchangeably throughout this course. Examples of training program evaluations could include an evaluation of an Officer Basic Course or an evaluation of the Map Reading

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block of training within the Officer Basic Course. Each TRADOC school develops and conducts dozens of different training programs.

When evaluating a course (training program) or block of training within a course, there are many different approaches you can take, based on the particular problem you must address. **There are different “things” about the training that you can evaluate.** You can look at how the training was developed, how the training is implemented, whether the students learn, etc.

A training program evaluation may examine only one “thing” about the program, such as how well the training is implemented. A training program evaluation may also examine a number of different “things” about the training during the same evaluation. For example, in the same evaluation, you may look at how the course was developed, how well the training is implemented, and whether the students learn as a result of the training. So, in this case, you are combining different types of training program evaluations into one evaluation effort.

The “things” you evaluate about the training program are determined by many factors, including the problem that led to the evaluation, your resources, your expertise, and the time you have to do the evaluation. Training program evaluations can be categorized into **six types of evaluations**. These are based on the “things” about the training program you are evaluating. The six types of training program evaluations and the overall question each type of evaluation answers are outlined in Table 1.

Training Program Evaluation types 1, 2, 3, and usually 6, in Table 1 are sometimes grouped into a category of evaluations called **Internal Evaluations**. They are called Internal Evaluations because the information you collect during these evaluations is collected within, or “internal” to, your school.

Training Program Evaluation types 4 and 5, in Table 1, are sometimes grouped into a category of evaluations called **External Evaluations**. They are called “External Evaluations” because the information you collect during these evaluations is collected in the field or “external” to your school.

Table 1
Types of Training Program Evaluation

TYPE EVALUATION "thing" evaluated	KEY QUESTION addressed by the evaluation
1. Audit Trail	Was training developed using a Systems Approach?
2. Implementation	Are we training the right things well?
3. Student Learning	Did the students learn?
4. Transfer	Does training transfer to the job?
5. Impact	Does training meet the units' need?
6. Efficiency	Was training efficient?

Although you normally apply these six different types of evaluations to training programs, you can also use them for evaluating training products. For example, you may want to evaluate the audit trail for development of a soldiers manual (Audit Trail Evaluation), or you may want to determine if a Soldiers Manual is meeting the units' needs (Impact Evaluation).

When you are given a training problem for evaluation and begin to plan an evaluation of a course or a block of training within a course, you must determine up front what type(s) of training program evaluation you will do. As stated previously, you may focus on one or more types in the same evaluation. Each type has its advantages and disadvantages.

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We have developed a job aid to help you decide on the type of training program evaluation you need to conduct. You were given the job aid with this workbook. It is titled ... **Job Aid 1, Training Program Evaluations**. The job aid provides information on each type of training program evaluation to help you decide which type, or types, you should conduct. The job aid includes information on:

- the **purpose** of each type of evaluation,
- some **questions** that each type of evaluation will answer,
- different **ways to collect information** needed for each evaluation,
- and a few **advantages and disadvantages** of each type of evaluation.



Find Job Aid 1 in your *Evaluation Job Aids Notebook*. Briefly read through the job aid.

PROCEED AFTER YOU ARE FINISHED READING

The information in the job aid is very useful when you must determine the type of evaluation required for a given problem. The information will also be helpful in planning the evaluation. We will refer you back to the job aid when we discuss evaluation planning in the next module of this course.

The information in the job aid will also be very useful if you get involved in planning and prioritizing the total DOES evaluation program to include the types of evaluations to be done.

Since each type of evaluation is thoroughly discussed in other modules of this course, we will not discuss them at this time. We will, however, list the purpose of each type of evaluation and the course modules where they are discussed in more detail.

TYPES OF TRAINING PROGRAM EVALUATION

▼.....

Type 1, Audit Trail Evaluation -

This type of evaluation determines if the training program was developed using a systems approach to training by

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Introduction to DOES and Training Evaluation

analyzing the documents produced during the development process; e.g., the Mission and Collective Task Analysis, Job Analysis, Individual and Collective Task Analysis, Learning Analysis and Course Design, and Course Development documents. The evaluation also looks at the planning and resourcing documents of the Training Resource Requirements Analysis System, the Individual Training Plan, Course Administrative Data, and Program of Instruction, and determines if they are appropriate and developed in accordance with the information spelled out in the systems approach to training documentation.

We will discuss the conduct of Audit Trail Evaluations of SAT documents in Module 3 of this course, *Evaluation of SAT Audit Trail Documents*.

Conduct of Audit Trail evaluations of TRAS documents is discussed in Module 4, *Evaluation of Training Requirements Analysis Documents*.

Type 2, Training Implementation Evaluation

This type of training program evaluation determines if the results of SAT processes are carried over to the actual training. It answers the questions ... are we training the right things and are we training them to standard?

We will discuss the conduct of Training Implementation Evaluations in Module 5 of the course, *Evaluation of Training Implementation*.

Type 3, Student Learning Evaluation

This type of training program evaluation determines if students learn the tasks taught in the training program.

Conduct of Student Learning Evaluations is discussed in Module 6, *Evaluation of Student Learning*.

Type 4, Training Transfer Evaluation

This type of training program evaluation determines if the training transfers to the students performance on the job.

We will discuss the conduct of Training Transfer

Introduction to DOES and Training Evaluation

Evaluations in Module 7, *Evaluation of Training Transfer to the Job*.

Type 5, Training Impact Evaluation

This type of evaluation determines the impact that a training program has on the unit's ability to accomplish its mission. You can also use this type of evaluation to determine the impact that a training product has on the unit.

One of the primary means of collecting the information necessary for evaluating the impact of a training program on unit performance is through Branch Liaison Team (BLT) visits to field units. Another means of assessing training impact is through your feedback and information management systems.

Type 6, Training Efficiency Evaluation

This type of training program evaluation determines if the training is efficiently developed and implemented.

You may examine training efficiency issues while doing other types of evaluations such as Audit Trail Evaluations (Module 3 and 4) and Training Implementation Evaluations (Module 5).

That's all we have to say about training program evaluations for now. Let's briefly discuss the other two types of training evaluations, training product and training process evaluations.

**TRAINING
PRODUCT
EVALUATIONS**

▼.....
A "training product" evaluation is an evaluation of a training product produced by your school. An example would be an evaluation of a soldier's manual that tells soldiers in the field how to perform their job. Each TRADOC school develops thousands of training products for use both in the school and in the field.

The three of the most common training products that your school develops are: mission training plans (MTPs), soldier training products (STPs) which includes soldiers manuals, and

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self development tests (SDTs). This course will not discuss specific product evaluations.

TRAINING PROCESS EVALUATIONS

▼.....
A “**training process**” evaluation is an evaluation of one of the processes your school uses for developing or implementing training or training products. The overall system that provides policy on developing and implementing training is the Systems Approach to Training, or SAT. Since completion of a SAT course was a prerequisite to taking this course, you should already be familiar with SAT. Examples of training process evaluations would include evaluations of how your school conducts different SAT processes, such as collective task analysis or testing of soldiers.

DOES’s major responsibilities in regard to evaluating training processes is to ensure that quality control mechanisms are in place for developing and implementing training or training products. This act of ensuring that quality control takes place is called **Quality Assurance**.

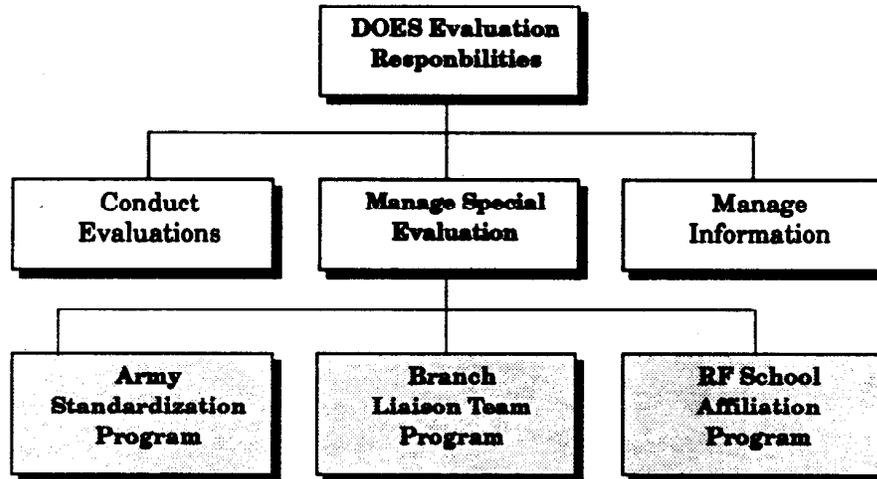
SPECIAL EVALUATION PROGRAMS

▼.....
Another major evaluation responsibility of DOES, in addition to conducting evaluations, is to manage special evaluation programs.

DOES manages local implementation of on-going evaluation programs, sometimes referred to as **special evaluation programs**. These are evaluation programs, usually directed by higher authority, that focus on specific training or nontraining areas.

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These programs include programs such as the **Army Standardization Program**. DOES is responsible for managing local implementation of this program, which promotes standardization of procedures the Army uses to train and fight.

Another example of a special evaluation program is the **Branch Liaison Team (BLT)** program. As a part of this program, teams from your school visit field units to collect information on both training and non-training problems experienced in the field.

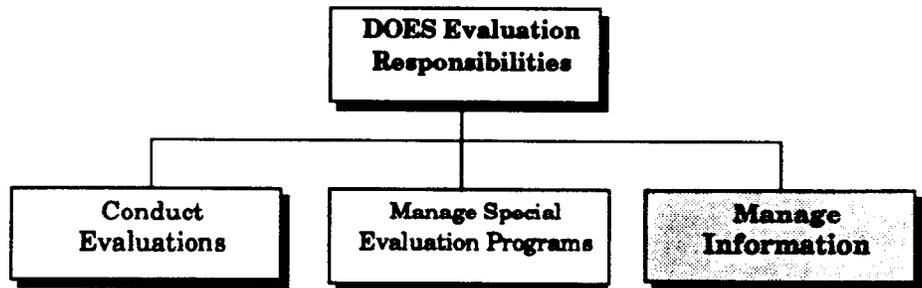
DOES is also responsible for managing local implementation of a **Reserve Forces (RF) School Affiliation Program**. Through this program, each TRADOC school is affiliated with several (usually 4 or 5) Reserve Forces (RF) Schools. As a part of the program, DOES plans and conducts assistance visits to the schools during active and inactive duty training periods. This course will not discuss specific special evaluation programs.

INFORMATION MANAGEMENT

▼.....
In addition to conducting evaluations and managing special evaluation programs, DOES must also **manage information**.

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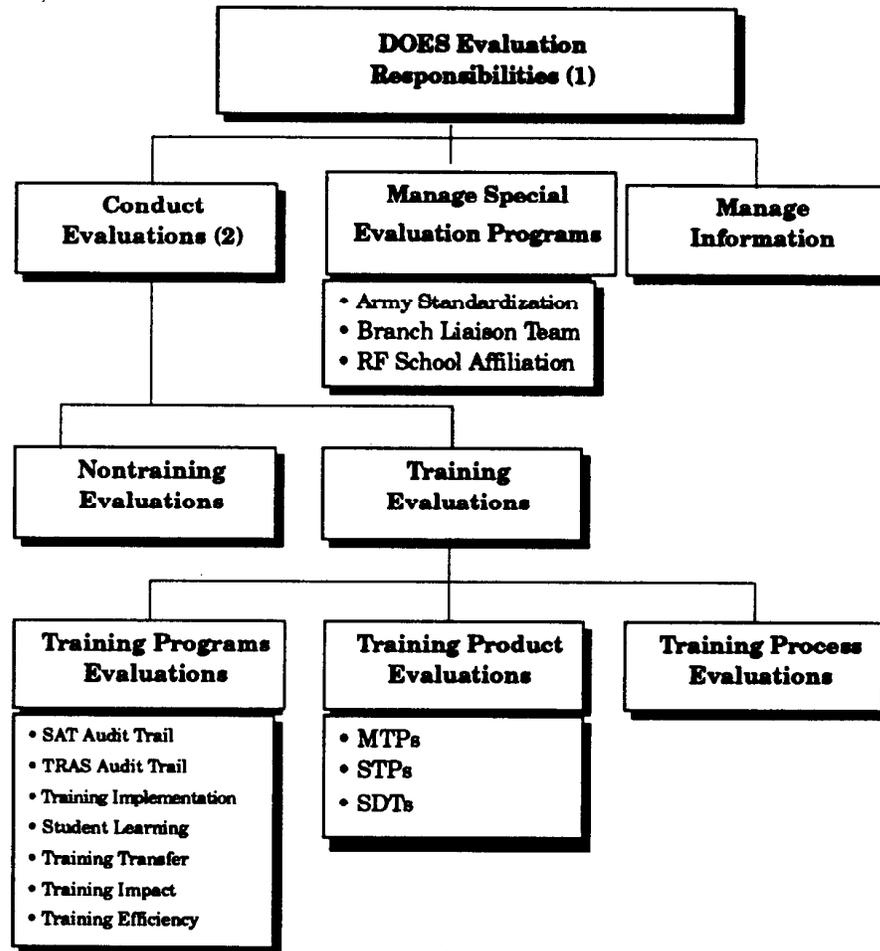
Each DOES must develop and maintain an **Information Management System** to manage information collected through numerous sources. This information includes feedback on your school's training programs, products, and processes. This system is sometimes referred to as an **all-source feedback system**. The system can include information from field visits, surveys conducted in the school and in the field, major training exercises, and other sources. Your DOES can also use this system to track major issues and observations that result from DOES evaluations.

EVALUATION RESPONSIBILITIES

▼.....

That concludes this lesson and our discussion of the evaluation responsibilities of DOES. The major evaluation responsibilities of DOES, with module numbers that show you where each responsibility will be discussed in this course, are shown in Figure 1. As you can see from the table, Module 2 will cover the conduct of evaluations or the evaluation process in general. Modules 3 through 7 will cover Training Program Evaluations.

**Figure 1
DOES Evaluation Responsibilities
with Course Module Numbers**



■ **LESSON REVIEW AND SUMMARY**

During this lesson, you have learned the following key points:

1. There are three major evaluation responsibilities of DOES:

- **conduct evaluations**
- **manage special evaluation programs**
- **manage information.**

2. The major responsibility of DOES is to conduct evaluations. There are two broad types of evaluations that DOES conducts:

- **Nontraining evaluations**
- **Training evaluations**

3. The definition of **training evaluation** is “to provide information on training programs, products and processes **to aid in decision making.**”

4. There are three categories of Training Evaluations:

- **Training Program Evaluations**
- **Training Product Evaluations**
- **Training Process Evaluations.**

5. **Training Program Evaluations** focus on evaluating entire courses or blocks of training within courses. Most of the evaluations done by DOES fall into this category.

6. **Training Product Evaluations** focus on specific training products.

7. **Training Process Evaluations** focus on school processes for developing training and training products.

8. There are six types of **training program evaluations**. Each type focuses on evaluating a specific aspect, or “thing”, about the training program.

- **Audit Trail Evaluations**
- **Training Implementation Evaluations**

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- **Student Learning Evaluations**
- **Training Transfer Evaluation**
- **Training Impact Evaluation**
- **Training Efficiency Evaluation**

9. For each type of training program evaluation, Job Aid 1 provides the **purpose, questions addressed, ways to collect information, and advantages and disadvantages.**

10. A knowledge of the different types of training evaluations and training program evaluations is important because it will help you:

- plan and prioritize evaluations in the overall DOES evaluation program
- plan your individual evaluations and determine the aspects of the training on which you will focus

11. Three **special evaluation programs** are:

- **Army Standardization Program**
- **Branch Liaison Team (BLT) Program**
- **Reserve Forces (RF) School Affiliation Program.**

12. To **manage information** collected from numerous sources, DOES must develop an Information Management System.

■ **END-OF-LESSON EXERCISE**

Answer each question below in the spaces provided. You can use the workbook and other references to answer the questions. When you are finished, see your course manager for feedback on the exercise.

1. The primary purpose of training evaluation is to
 - a. determine the effectiveness of a training program.
 - b. determine if training objectives are being met.
 - c. provide information on training to aid in decision making.
 - d. compare one method of training to another.

2. What are the three types of training evaluations?

3. What are the six types of training program evaluations?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation



4. For each of the following situations, list the type(s) of **training program evaluation** that would be required. Also, list two different ways to collect information required for the evaluation. Use Job Aid 1, "Training Program Evaluations," if you need to.

- a. You have been directed to conduct an evaluation of your Officer Advanced Course. The evaluation was directed due to a higher than normal student academic attrition (failure) rate for the course. Your task is to evaluate the course to determine why the academic attrition rate is so high.

Type(s) of Training Program Evaluation required:

Ways you will collect information:

- b. The Army Audit Agency recently completed an efficiency analysis on a course and commented that the course is not fully using training equipment available.

Type(s) of Training Program Evaluation required:

Ways you will collect information:

- c. Due to resource constraints, a 10-week course conducted in your school must be cut to 8 weeks. You have been directed to "evaluate" the course to determine what training should be cut .

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

Type(s) of Training Program Evaluation required:

Ways you will collect information:

- d. There have been numerous comments from the field that a course is not training soldiers for their jobs. What type of evaluation is required.

Type(s) of Training Program Evaluation required:

Ways you will collect information:

- e. There have been numerous comments on student critiques that a particular block of training is not being effectively administered.

Type(s) of Training Program Evaluation required:

Ways you will collect information:

Introduction to DOES and Training Evaluation

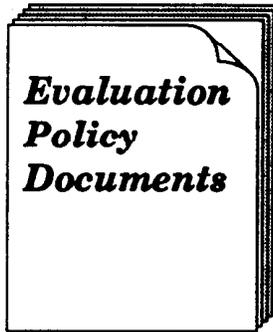


When finished, see your course manager for feedback.

You are now ready to begin Lesson Two. In Lesson One we discussed some of the general responsibilities of DOES and the different types of evaluations conducted by DOES. In Lesson Two we will discuss specific responsibilities of DOES as outlined in **formal regulations** that dictate *how* and *what* DOES will evaluate.

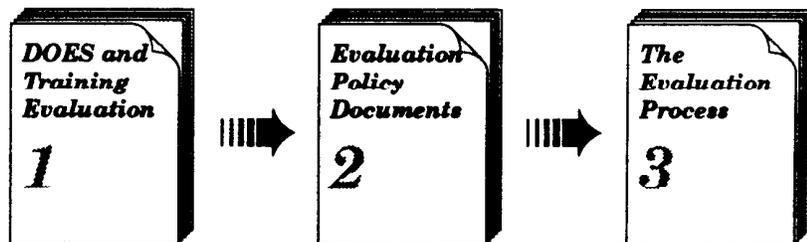
LESSON

2



Evaluation Policy Documents

MODULE 1 LESSONS



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

SEPTEMBER 1991

■ **LESSON INTRODUCTION**

In this lesson we will discuss the following topics:

- **TRADOC Reg 350-7 (A Systems Approach to Training)**
- **TRADOC Reg 350-15 (Training Evaluation and Quality Assurance)**
- **Your local school Evaluation Policy**

The information on TRADOC and local training and evaluation policy discussed in this module is important to you for the following reasons:

- One of your responsibilities, as an evaluator, is to enforce TRADOC and local training policy as presented in regulations. You must know the regulations that provide this training policy and be able to apply them to specific training situations.
- As an evaluator, you may be required to interpret training policy when differences of opinion regarding policy arise within your school.
- Formal policy helps promote standardization. One of your evaluation responsibilities is to encourage standardization of training programs, products, and processes. To encourage standardization, you must be knowledgeable of policy.
- You may also be required to evaluate policy. If policy is broken, you must make recommendations for fixing it.

■ **LESSON OBJECTIVE**

The training objective for this lesson is shown below. This objective includes: the **action** you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this action, and the **standards** to which you will be able to perform the action.

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

Conditions - Given TRADOC Regulations 350-7 and 350-15 and actions that a TRADOC school conducts as part of the training process;

Action - You will identify actions that are Evaluation actions as defined by TRADOC Regulations 350-7 and 350-15.

Standards - You must correctly identify the actions.

■ **LESSON ACTIVITIES**

**TRADOC REG
350-7,
A SYSTEMS
APPROACH TO
TRAINING**

▼.....
One of the prerequisites for you to take this course is that you have already completed a Systems Approach to Training (SAT) course. For this reason, you should already be familiar with SAT.

Since it may have been some time since you received SAT training and since each school's particular policies and procedures for implementing SAT vary, we have provided a brief overview of SAT for you to read, as a review, if you wish. This overview is in your Evaluation Reference Notebook, labeled as Evaluation Reference 1.

A model for a systems approach to training is shown in Figure 2. If you cannot understand the relationship of the five SAT processes represented in the diagram, you should read the SAT overview (Reference 1). It should not take you more than 15 minutes to read it.



If you need to read the SAT overview, read it at this time.

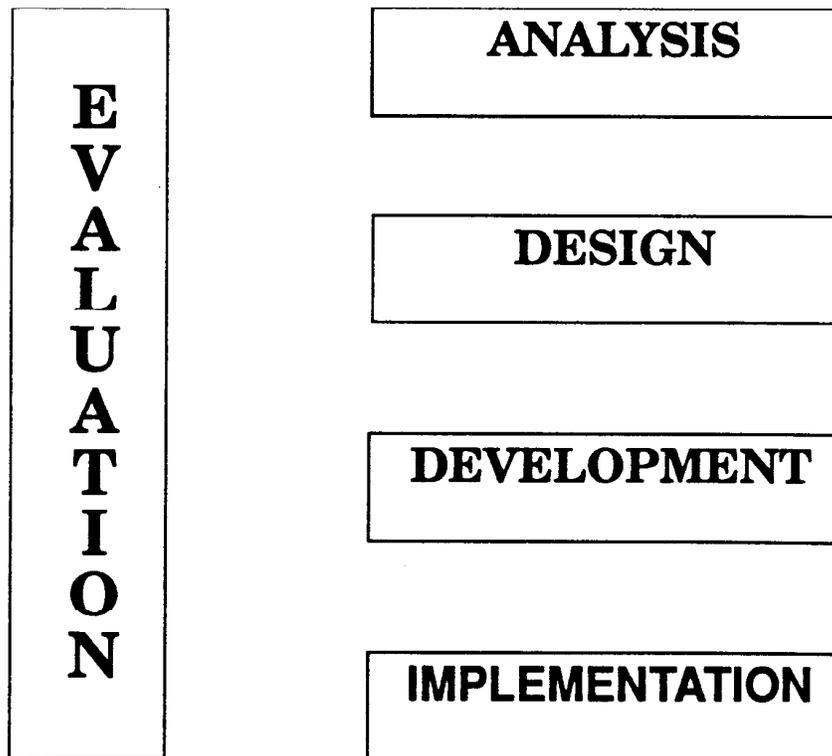
PROCEED AFTER YOU ARE FINISHED READING

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

The SAT overview explains a systems approach to training from a general standpoint. It does not tell you what TRADOC's formal policy on SAT is or what the policy is on Evaluation. It also does not tell you what your school must do, as a minimum, in implementing SAT or what your organization, DOES, must do as a minimum in carrying out the Evaluation process of SAT. These requirements are outlined in formal TRADOC and local regulations.

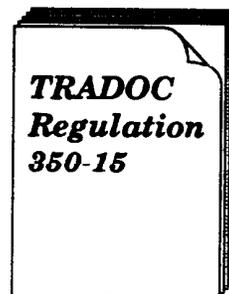
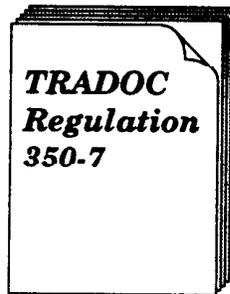
Figure 2
A model for a Systems Approach to Training



TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

Overall policy on the Systems Approach to Training is provided in **TRADOC Regulation 350-7**. Policy on training evaluation is provided in **TRADOC Regulation 350-15**. In addition to these TRADOC regulations, your school should have **local regulations** or other documents which provide policy on how SAT is implemented at your school and how Evaluation is done at your school.



TRADOC Reg 350-7 is one of the major policy documents that you will use as a reference when evaluating training programs, products, or processes. A copy of TR 350-7 is included as Evaluation Reference 2 in your Evaluation Reference Notebook.



Find TR 350-7 in your Evaluation References Notebook.

Take it out of the binder so you can scan through it.

PROCEED AFTER YOU HAVE TR 350-7 OUT

You might like to read sections of the regulation as we discuss them in the following paragraphs. We will discuss the current version of the regulation which is dated 26 February 1988. Make sure this date is on the cover of the copy you have.

We realize that many people dislike regulations. They do serve a very necessary purpose, however, and you must be knowledgeable of them to be an effective evaluator. We also realize how difficult regulations often are to read and

Introduction to DOES and Training Evaluation

comprehend. This regulation is somewhat easier to read than most. Follow along in TR 350-7 as we discuss the different sections of the regulation. This discussion will familiarize you with the regulation. It also will make it easier for you to use the regulation later when you have to refer to it for TRADOC policy on a systems approach to training.

We will scan through the regulation very quickly and discuss in simple common sense language what the regulation says.



Turn to the table of contents on page ii.

Chapter 1 provides an introduction to the regulation.

Chapter 2 provides an overview of the SAT process. It also includes the responsibilities of your school.

Chapters 3 is of most concern to you. This chapter presents TRADOC policy on the Evaluation phase of SAT.

This chapter says that Evaluation determines **if soldiers can perform their jobs and if units can perform their missions**. Evaluation also **examines all factors that affect soldier and unit performance**. It further says that evaluation is a joint mission of the units in the field and of the TRADOC service schools. The units are primarily responsibility for assessing individual and unit performance in the field. The service schools are primarily responsible for evaluating **the impact of school training and training products** on individual and unit performance.

You, as a training evaluator, are responsible for determining the impact of your school's training and training products on the soldier's ability to perform his job and on the unit's ability to accomplish its mission.

Does all this sound familiar?

If you recall, in the last lesson we discussed the different types of training program evaluations. One of those types was to assess **Transfer of Training** to the soldier's job, and another type was to assess the **Impact of Training** on the unit's mission. TRADOC Reg 350-7 says that, as part of our evaluation responsibilities, we must conduct these types of evaluations.

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

If information you collect, through Training Transfer and Training Impact evaluations, determines that soldiers cannot perform their jobs or units cannot perform their missions, then you must determine why. If training is identified as a possible reason for ineffective performance either by the soldier or by the unit, you must determine how the training can be fixed to result in effective performance. You then must recommend fixes and follow-up to ensure the fixes are implemented. To do all of this, you will need to conduct the other types of training evaluations we discussed in the last lesson. These include Training Product Evaluations, Training Process Evaluations, and other types of Training Program Evaluations.

One of the key points you must remember from this chapter is that **you should not evaluate training simply because it's there**. You should first determine if you have a training problem; then, if you think you do have a training problem, evaluate the training program, product, or process to identify the cause of the problem and to find the solution to the problem. "If it isn't broke, don't fix it" or, in other words...

**First evaluate the impact of training on performance
THEN
Evaluate the training**

Some other key phrases from chapter 3 of this regulation are shown below.

"Decision makers must have accurate and reliable evaluation results to make sound training judgments."

"Evaluation is useful only if action is taken to correct deficiencies or discrepancies."

These phrases should also sound familiar. They relate back to our definition of training evaluation, which we also discussed in the last lesson.

TRAINING EVALUATION:

“To provide information on training programs, products, and processes to aid in decision making”

Chapter 3 of TRADOC Regulation 350-7 also says you must maintain an **evaluation audit trail** of your entire evaluation program and of all individual evaluations conducted. This audit trail will include the following evaluation products, as a minimum:

1. a master evaluation plan
2. detailed evaluation plans for individual evaluations
3. evaluation reports
4. post-evaluation reports (follow-up reports).

We will discuss the entire evaluation process, including evaluation plans and reports, in the next lesson of this module, and in Module 2, *The Evaluation Process*.

To sum up Chapter 3 of TR 350-7, the regulation says that your school must...

1. Conduct evaluations to identify the impact of training and training products on individual and unit performance; and
2. Document these evaluations by developing broad plans for your evaluation program, specific plans for individual evaluations, evaluation reports, and post evaluation reports.

Chapters 4 through 7 of the regulation present TRADOC policy and minimum requirements for the other four phases of the Systems Approach to Training: **ANALYSIS, DESIGN, DEVELOPMENT, AND IMPLEMENTATION**. You will need to refer to these chapters when you are evaluating your school's implementation of the entire SAT process.

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

Chapter 8 of TR 350-7 provides brief overviews of other management systems that are used to identify Army training needs. The chapter also provides information on systems used to identify the resources required to meet those needs. These systems include the Concepts Based Requirements System (CBRS), the Training Requirements Analysis System (TRAS) and others. These systems have a direct influence on the SAT process, and as an evaluator, you will need to become familiar with them.

Appendix A of TR 350-7 provides a very useful table that summarizes all five phases of SAT. The table includes all key SAT actions, procedures, and outputs. Minimum essential audit trail requirements for all SAT phases are included. This appendix serves as a quick reference to find out what procedures are performed in each phase of SAT and what products are produced.

Appendix B is a list of references; as an evaluator, you will use many of these. This is followed by a **Glossary** that defines some key terms used in the regulation.

This concludes our discussion of TRADOC Regulation 350-7. As you can see from our quick review of the regulation, this is a very important document that you will use often.



After you are finished reviewing the regulation, put the regulation back in your Evaluation References Notebook.

Unfortunately or fortunately, depending on how you look at it, TRADOC Regulation 350-7 is not the only regulation with which you need to be familiar. There is a separate TRADOC regulation that pertains strictly to Evaluation. This is TRADOC Regulation 350-15, titled "TRADOC Training Evaluation and Quality Assurance Program."

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

TRADOC REG 350-15, TRADOC EVALUATION AND QUALITY ASSURANCE

▼.....
You might be wondering why we need two regulations that dictate how to do evaluations. TRADOC Regulation 350-7 provides broad policy on the entire SAT process for your entire school. TRADOC Regulation 350-15 provides more specific guidance for DOES personnel, on how to carry out your particular evaluation responsibilities.

A copy of the regulation is also provided in your Evaluation Reference Binder. It is labeled as Evaluation Reference 3.



Find TRADOC Regulation 350-15 in your Evaluation Reference Notebook. Take it out of the binder so you can scan through the regulation as we discuss it.

If you would like to read sections of the regulation as we discuss them, you can. This discussion will familiarize you with specific TRADOC policy on evaluation. We will discuss the current version of the regulation, which is dated 3 June 1988. Make sure this date is on the cover of the copy you have.



Turn to the Table of Contents on page ii.

Chapter 1 provides an introduction to the regulation.

Chapter 2 provides some broad concepts on evaluation and includes good suggestions on ways DOES can promote a cooperative atmosphere with other school directors and decision makers.

This chapter also directs each school to develop a **local school-wide evaluation policy directive**. This directive should include your school's evaluation policies, procedures, and responsibilities. In addition to reviewing TRADOC regulations in this lesson, we will also review your local school evaluation directive/regulation. If your school does not have a local directive, you may want to discuss this with your directorate and make plans for developing one.

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

Broad evaluation responsibilities of DOES are outlined in Chapter 2. This includes Internal and External Evaluation responsibilities. As you recall from the last lesson, “Internal” and “External” are terms used to categorize evaluations based on whether evaluation information is collected within or outside your school.

Chapter 3 of the regulation is of most concern to you. This chapter presents detailed TRADOC policy on evaluation functions. Policy on TRADOC school functions, including the functions of your DOES, are contained on pages 3-5 through 3-15 of the regulation. This chapter categorizes your evaluation functions into the following 19 core areas.

Table 2
DOES Core Functions

1. Master Evaluation Plan development	11. Training Effectiveness Analysis
2. Evaluation of instruction	12. BLT Program
3. New systems training	13. Interservice Course evaluation
4. SAT applications	14. Budget and manpower resourcing
5. Standardization	15. Survey questionnaire development
6. CALL interactions	16. Structured interview development
7. Quality assurance of testing	17. Report writing and data displays
8. Evaluation information management	18. Evaluation of interactive courseware and use of computers to train
9. Evaluation data analysis	19. Major exercise NTC and Joint Readiness Training Center (JRTC) interaction
10. RF school affiliation	

Introduction to DOES and Training Evaluation

As you can see, there is a very wide range of functions for which DOES is responsible. These functions may seem overwhelming to you at this time, but don't worry. Initially, you most likely will be assigned responsibilities that pertain to only one or a few of these functions. We will not spend any more time discussing these functions now. If you know what your specific responsibilities will be in DOES, you might want to scan over the pages that provide more details on the function you will be assigned.

Chapter 4 of TRADOC Regulation 350-15 provides a brief overview of how DOES obtains the resources required to carry out its evaluation functions. Although this now may be of little concern to you, you may be assigned responsibilities associated with these resourcing systems at some later date.

There are several useful **Appendices** to the regulation. Some of these provide more detailed information on how to carry out particular evaluation functions. You might want to scan through them if you're interested in a particular function. Keep the appendices in mind when you need more specific guidance in certain areas.

As we stated previously, both TRADOC and local policy documents contain evaluation policy. Next, we will discuss your local evaluation policy.

**LOCAL
EVALUATION
POLICY**

▼.....



See your course manager at this time. Your course manager will give you information on your school's local evaluation policies.

If you are finished reviewing your school's local evaluation policies, then you are finished with this lesson. Lets quickly review some of the things we've discussed in the lesson.

■ **LESSON REVIEW AND SUMMARY**

During this lesson we have discussed the following key points:

1. **TRADOC policy for implementing a systems approach to training (SAT) is provided in TRADOC Regulation 350-7 (Systems Approach to Training).**
2. **Broad TRADOC policy for conducting Evaluation as part of SAT is included in TRADOC Reg 350-7. This policy states that:**
 - **Evaluation determines if soldiers can perform their jobs and if units can perform their missions**
 - **Evaluation also examines all factors that affect soldier and unit performance**
 - **Evaluation is a joint mission of the units in the field and of the service schools in TRADOC**
 - **Field units are primarily responsible for assessing individual and unit performance in the field**
 - **Service schools are primarily responsible for evaluating the impact of school training and training products on individual and unit performance.**
3. **The four minimum essential requirements for documenting individual evaluations and the entire DOES evaluation program are:**
 - **a master evaluation plan for the entire evaluation program**
 - **detailed evaluation plans for individual evaluations**
 - **evaluation reports on individual evaluations**
 - **post evaluation reports on individual evaluations**

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

4. You should **first evaluate the impact of training** on soldier and unit performance, **then evaluate the training itself**; or in other words... "If it isn't broke, don't fix it".

5. **TRADOC Regulation 350-15** (TRADOC Training Evaluation and Quality Assurance Program) provides specific TRADOC requirements for all DOES evaluation functions.

6. Your local school policies and procedures for conducting evaluations are presented in the following document(s) (Write in the name(s) of your local evaluation policy documents):

7. You must have a basic knowledge of TRADOC and local training and evaluation policy documents because you, as an evaluator, must:
 - enforce policy
 - interpret policy
 - evaluate policy
 - promote standardization established through policy.

■ **END-OF-LESSON EXERCISE**

Directions: Answer each question below in the spaces provided. You can use the workbook and any other references you need to answer the questions. When you are finished, see your course manager for feedback on the exercise.

1. Which of the following actions are Evaluation responsibilities as defined by **TRADOC Reg 350-7**? Put a "Yes" in front of those that are evaluations functions; put a "No" in front of those that are not.

- a. ____ Conduct job analysis
- b. ____ Conduct needs assessment
- c. ____ Collect feedback
- d. ____ Perform collective task analysis
- e. ____ Perform learning analysis
- f. ____ Assess impact of training of soldier proficiency
- g. ____ Select critical individual tasks
- h. ____ Develop a school master evaluation plan
- i. ____ Prepare and administer questionnaires
- j. ____ Validate training materials

2. What are the four minimum essential requirements for documenting the Evaluation function of SAT?

- a. _____
- b. _____
- c. _____
- d. _____

3. Indicate during which SAT process (E - Evaluation, A - Analysis, D - Design, Dev - Development, or I - Implementation) each of the following actions are performed, as outlined by TR 350-7.

- a. ____ Conduct needs assessment
- b. ____ Revise or develop training materials
- c. ____ Perform job or duty analysis
- d. ____ Develop test items
- e. ____ Train staff and faculty



TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

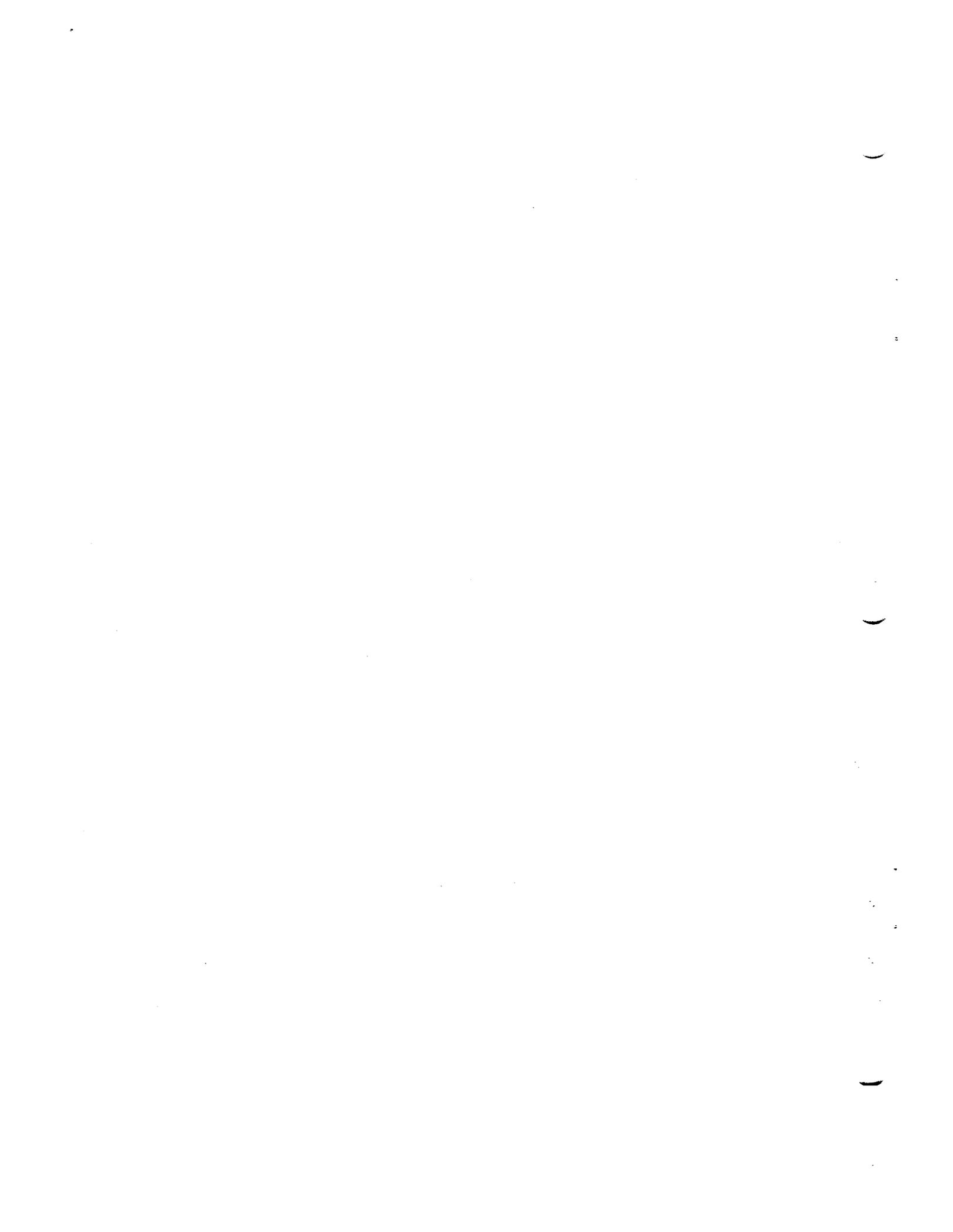
4. Your supervisor has tasked you to determine if the following actions, currently performed by DOES, are core functions as determined by TRADOC Reg 350-15. This analysis is required because a TRAMEA (TRADOC Management and Engineering Agency) team will be doing an analysis, and DOES will only be resourced for functions required by formal TRADOC policy. Which of the following actions are DOES function as defined by TRADOC Reg 350-15? (Place a "Yes" or "No" in the spaces provided.)
- a. _____ Participation on critical task selection boards to select tasks for training in local courses
 - b. _____ Review of resident tests to determine if tests measure student performance to standards established in Terminal Learning Objective (TLOs)
 - c. _____ Conduct a job analysis for development of a program of instruction (POI)
 - d. _____ Review school training programs and products for standardization.

 **When finished, see your course manager for feedback.**

 **You are now ready to begin Lesson Three.** In Lesson One we discussed some of the general responsibilities of DOES and the different types of evaluations conducted by DOES. In Lesson Two we discussed specific responsibilities of DOES as directed in **formal regulations**. In the next lesson, Lesson Three, we will learn how individual evaluations are initiated and conducted.

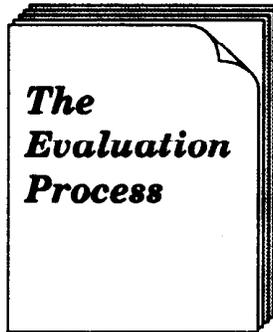
TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation



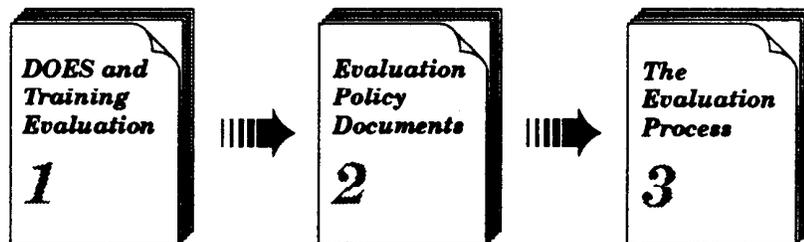
LESSON

3



The Evaluation Process

MODULE 1 LESSONS



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

■ **LESSON INTRODUCTION**

In this lesson we will discuss two main topics:

- **Initiation of Evaluations**
- **Phases of the Evaluation Process**

Any task is easier to perform if you have a system for performing the task. The task of conducting an evaluation is no exception. A system for identifying *what* to evaluate and a system for determining *how* to evaluate are required.

Before you can plan and conduct any evaluation, you must understand these "systems." In this lesson, we will discuss systems for determining what and how to evaluate. These "systems" will not only make your job of conducting evaluations easier, but will also help ensure that you perform all required evaluation actions.

■ **LESSON OBJECTIVE**

The training objective for this lesson is shown below. This objective includes: the **action** you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this action, and the **standards** to which you will be able to perform the action.

Conditions - Given a specific program, product, or process.

Action - Plan an evaluation.

Standards - You must include (IAW guidance in this workbook) the phases sequence.

This lesson will be an overview. Module 2 will go into depth.

LESSON ACTIVITES

**INITIATION OF
EVALUATIONS
OR "WHAT TO
EVALUATE"**

▼.....
Most evaluations conducted by DOES are initiated in one of three ways: by **taskings** from outside DOES; by **requests** from outside DOES or by a **decision within DOES itself**.

A higher authority such as the Assistant Commandant of the School, an Integrating Center, or Headquarters, TRADOC, **may task** DOES to conduct an evaluation. For example, the Evaluation Directorate at HQ TRADOC may task each school's DOES to conduct a local evaluation to determine the effectiveness of the local End-of-Course Comprehensive Test program. The local evaluation results could then be consolidated to produce a TRADOC-wide report.

Other agencies, such as the department which conducts the training or other directorates within your school or on your installation, **may request** evaluations. For example, a training department within your school may request that DOES conduct an evaluation to determine how a particular block of training can be improved.

DOES may also **initiate evaluations itself**, based on various indicators, such as different types of feedback, that indicate an evaluation may be required. You, as a DOES evaluator, can also have a direct influence on **WHAT** evaluations your organization conducts.

Ways in which DOES evaluations are initiated:

- by **taskings** from outside agencies
- by **requests** from outside agencies
- by **DOES itself** based on different indicators

When an evaluation is initiated, and you are tasked to do the evaluation, it is important that you clarify how and why the evaluation was initiated before you do anything else. The way in which the evaluation was initiated will affect the entire evaluation effort. It will affect the degree of flexibility you, as an evaluator, will have in determining how the evaluation will be conducted. It will also affect the constraints (time, money, access to data, etc.) under which you must do the evaluation.

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

Although some evaluations are initiated as a result of taskings and requests from other organizations, DOES itself will initiate many evaluations that you will conduct. As we discussed in earlier lessons, there is a great deal for which DOES is responsible. This includes the evaluation of all school training programs, products, and processes. Determining **WHAT** to evaluate, with the limited resources available, can be a real challenge.

Exercise

▼.....
Let's say that your supervisor has asked you to put together a system for identifying **WHAT** your organization will evaluate with the limited resources available. Based on what we've discussed in this lesson and previous lessons, **how would you determine WHAT to evaluate?**

Take a few minutes and think about this. Write down some of the things you would use to identify areas for evaluation.

When you are finished, turn the page.



TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

There are a number of indicators that your organization can use to identify areas for evaluations. Did you mention any of the following things in your response to the question on the previous page?

Field visits - DOES regularly conducts visits to the field. Many visits are part of the special evaluation programs that DOES is responsible for managing. Issues or problems that arise as a result of these visits may result in an evaluation. These programs include the Branch Liaison Team program, the Reserve Forces School Affiliation Program, and others.

Major POI Revisions - After a program of instruction (POI) has undergone a major revision, an evaluation may be necessary to assess the effectiveness of the revised training.

New POI - After a new course has been developed and the course has been administered for six months to one year, an evaluation of the training may be required, especially if problems are suspected.

Other studies - Some DOES evaluations are initiated as a result of problems that surface through the findings of other studies. DOES or other evaluation agencies such as the Army Audit Agency, the Army Research Institute, or the General Accounting Office, could conduct these studies.

Other Feedback Sources - Feedback from a variety of other sources can also be used to identify potential problem areas for evaluation. These sources include observations at major training exercises, student critiques, ARTEP results, attrition rates, training conferences, etc. DOES must have a system for managing all of this feedback/information and identifying problem areas for evaluation.

Master Evaluation Plan

Based on evaluation taskings, requests from outside agencies, and the indicators/feedback sources outlined above, DOES should develop and maintain a **prioritized list** of upcoming evaluations. This list is used to develop short and long range plans for the DOES evaluation program.

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

These plans form the basis of the **Master Evaluation Plan**; this includes **Fiscal Year and Five Year Plans**, which must be updated and submitted to HQ TRADOC annually. Requirements for submitting these plans are outlined in Appendix I of TRADOC Reg 350-15.

To sum up what we've discussed regarding the initiation of evaluations, the evaluations you will be required to conduct are initiated by taskings, requests, or by DOES itself. Some type of a system must be developed for planning and prioritizing *what* to evaluate. The system should use various indicators and feedback sources for identifying problem areas for evaluation. Fiscal Year and Five Year evaluation plans must be submitted annually to HQ TRADOC.

You should keep in mind that although it is nice to prioritize and plan evaluations well in advance, in reality this is sometimes difficult to do. DOES must be responsive to the overall evaluation needs of the school and must address potential training problems as they arise.

As we've discussed in previous lessons, you should not evaluate training programs, products, and processes simply because they are there. You should first determine if you have a problem; then if you do, evaluate the problem to identify the cause and the solution. The results are then provided to the decision makers to assist them in making wise training decisions regarding the problem.

**PHASES OF
THE
EVALUATION
PROCESS
OR
"HOW TO
EVALUATE"**

▼.....
You now know that there are different ways by which evaluations are initiated. You also know that there are many different indicators that DOES can use to determine what to evaluate.

Let's say that you've now been asked, or tasked, by your supervisor to do a major training evaluation. This might be a training program evaluation, a training product evaluation, a training process evaluation, or even a special study that has nothing to do with training.

What's your next step?

TRAINING EVALUATOR COURSE

Introduction to DOES and Training Evaluation

Well if you haven't done an evaluation before, you need some training on the "system" or "process" for doing an evaluation. This process lays out *how* to evaluate.

During the remainder of this lesson we will briefly walk you through the major steps required in doing any evaluation. It's really not that hard.

There are only five things you must do to conduct an evaluation. You must:

1. **PLAN** the evaluation
2. **COLLECT** the information needed
3. **ANALYZE** the information collected
4. **REPORT** the results
5. **FOLLOW UP** on actions taken

In the next portion of this lesson we will provide a brief overview of each of these five things. We will refer to these "things" as the five **Phases of the Evaluation Process**. We will also discuss these five phases, in more detail, in the next module of this course (Module 2, *The Evaluation Process*).

Phase 1 PLAN the Evaluation

- PLAN** ▼
- Collect ▼
- Analyze ▼
- Report ▼
- Follow Up ▼

▼.....
The first step in doing anything is Planning. The key to the success of any endeavor is to **plan thoroughly**. Evaluations are no exception. Every evaluation must be thoroughly planned. The amount of planning required will, of course, depend on the complexity of the evaluation.

The end product of the Planning phase is an **evaluation plan** that includes plans on how the evaluation will be done.

You can break down each of the five phases of the evaluation process, to include the Planning phase, into smaller steps. Although there are many different approaches you can take to plan an evaluation, to simplify the process, we have broken the Planning phase down into four major steps. Within each step there are numerous individual actions that must be performed. The four steps within the Planning phase are shown below.

Planning Phase

1. Identify the Evaluation Problem
2. Research the Evaluation Problem
3. Develop the Draft Evaluation Plan
4. Develop the Final Evaluation Plan

In the **first step** of the Planning phase, you clarify why the evaluation was initiated and determine what the Problem is. In **step two**, you begin collecting and reviewing information pertinent to the Problem. During **step three**, which is the most involved, you develop your “initial” evaluation plan. And in **step four**, you develop the “final” plan.

These four planning steps and all the actions that should be done during each step are discussed in Lesson 1 of the next module of this course (Module 2, *The Evaluation Process*). The planning steps are also included in a detailed job aid that you will receive when you begin Module 2.

Phase 2
COLLECT the
Information

- Plan ▽
- COLLECT** ▽
- Analyze ▽
- Report ▽
- Follow Up ▽

▼.....
During the first phase of the evaluation process—Planning—you determine what information you need to address the problem being evaluated and how you will collect that information. During the second phase of the evaluation process, you collect the information.

The end product of the Collection phase is **raw information** which has not yet been reviewed, summarized, or analyzed.

We have also broken down the Collection Phase of the evaluation process into four major steps.

Collection Phase

1. Decide on the type instruments needed
2. Develop drafts of the instruments
3. Evaluate the instruments
4. Administer the instruments

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In the **first step** of the Collection phase, you determine the type of data collection instruments you need (questionnaires, interview guides, observation checklists, etc.). In **step two**, you construct and put into sequence the individual questions or items that will make up the instruments; then you format the instruments. In **step three**, you pretest and possibly field test the instruments. In **step four**, which is the actual data collection step, you use the instruments to collect the information you need.

These four steps and all the actions that you should do during each step are discussed in Lesson 2 of Module 2. The steps are also included in a detailed job aid that you will receive when you begin the module.

Phase 3 ANALYZE the Information

- Plan ▾
- Collect ▾
- ANALYZE** ▼
- Report ▾
- Follow Up ▾

▼.....
During the Planning phase of the evaluation (Phase 1), you develop your evaluation plan, which includes the problem you are evaluating and plans on how you will evaluate the problem. The end product of the planning phase is an **evaluation plan**. During the Collection phase of an evaluation (Phase 2) you collect the information needed to address the evaluation problem. The end product of the collection phase is **raw information**.

During the third phase of the evaluation, the Analysis phase, you analyze the information collected. The end product of the Analysis is a group of **initial findings**, which are referred to as "findings", "observations", "results", etc. As with the other evaluation phases, we can also break down the Analysis phase into four major steps as follows.

Analysis Phase

1. Review the raw data for integrity
2. Summarize the data
3. Analyze the data
4. Interpret the analysis results

In the **first step** of the Analysis phase, you check the data to ensure you have good data that can be analyzed. In **step two**, you summarize the data so that you can analyze

it. **In step three**, you analyze the data to obtain certain characteristics of the data. **In step four**, you interpret the results of your analysis and begin to draft written findings of the evaluation.

These four steps in the Analysis phase of evaluation process are discussed in Lesson 3 of Module 2. The procedures have also been consolidated into a job aid on data analysis that you will receive when you begin Module 2.

Phase 4
REPORT the
Findings

- Plan ▽
- Collect ▽
- Analyze ▽
- REPORT ▼**
- Follow Up ▽

▼.....
So far you have **PLANNED** the evaluation and developed an evaluation plan to address the evaluation problem. You have **COLLECTED** the raw information you need to answer the questions pertinent to the evaluation problem. You have **ANALYZED** the raw information to obtain a series of initial findings or answers to the evaluation questions.

Now, you are ready to take these initial findings and **REPORT** the results of the evaluation. The end product of the Reporting phase is a final **evaluation report**, which includes a series of **findings, conclusions, and recommendations**. The steps in the Reporting Phase are shown below.

Reporting Phase

1. Prepare a draft report.
2. Staff the draft report for review/concurrence.
3. Obtain final approval of recommendations.
4. Distribute report/recommendations for action.

In the **first step** of the Reporting phase, you develop major findings, conclusions, and recommendations as they relate to the objectives of the evaluation. You must then refine and format the findings, conclusions, and recommendations, together with other portions of the report, into a first draft of the evaluation report. In **step two**, you staff the draft report first within DOES then if appropriate, outside DOES to all involved organizations for their review and concurrence on the recommendations made. In **step three**, you send the final report to the approving authority

(decision maker) for final approval of the overall report and individual recommendations. In **step four**, you distribute the final report, with documentation showing final approval, to all organizations that are responsible for implementing the recommendations.

These four steps in the Reporting phase of the evaluation process are discussed in Lesson 4 of Module 2, *The Evaluation Process*.

Phase 5
FOLLOW UP on
Actions Taken

- Plan ▽
- Collect ▽
- Analyze ▽
- Report ▽
- FOLLOW UP ▽**

▼.....
You are now ready for the “last”, but by no means, the “least”, phase of the evaluation process. The Follow-up phase is sometimes considered the most important part of the evaluation process. This is when you actually determine if **anything happens as a result of your evaluation**. This may be the most important phase, yet it is also the most overlooked phase. Even though the decision maker has signed off on your evaluation and approved recommendations, there is still no guarantee that actions will be taken on the recommendations. You must follow-up to ensure that something happens.

The end product of the Follow-up phase is a **follow-up report**. This report summarizes actions taken or not taken on approved recommendations.

Follow-up Phase

1. Input milestones into a tracking system
2. Conduct the follow-up
3. Prepare a follow-up report
4. Staff the follow-up report

In the **first step** of the Follow-up phase, you collect responses from organizations responsible for implementing your recommendations; then you input milestones into a system for tracking the actions taken. In **step two**, you follow-up to ensure actions have been taken. In **step three**, you write a follow-up report. In **step four**, you staff the follow-up report.

These four steps in the Follow-up phase of the evaluation process are discussed in Lesson 5 of Module 2.

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This concludes our brief overview of the phases and steps in the evaluation process. The table below outlines the five phases of the evaluation process and the 20 major steps that make up the entire process.

Table 3
The Evaluation Process: Step by Step

Phase 1 - Planning

1. Identify the evaluation problem
2. Research the evaluation problem
3. Develop the draft evaluation plan
4. Develop the final evaluation plan

Phase 2 - Collecting

5. Decide on the type instruments needed
6. Develop drafts of the instruments
7. Evaluate the instruments
8. Administer the instruments

Phase 3 - Analyzing

9. Review the raw data for integrity
10. Summarize the data
11. Analyze the data
12. Interpret the analysis results

Phase 4 - Reporting

13. Prepare a draft report
14. Staff the draft report for review/concurrence
15. Obtain final approval of recommendations
16. Distribute report/recommendations for action

Phase 5 - Follow-up

17. Input milestones into a tracking system
18. Conduct the follow-up
19. Prepare a follow-up report
20. Staff the follow-up report

■ **LESSON REVIEW AND SUMMARY**

During this lesson, we have discussed the following key points:

1. DOES evaluations are initiated in one of three ways: by **requests** from outside DOES, by **taskings** from outside DOES, or by **DOES itself**.
2. For evaluations initiated by DOES, there are many different indicators and types of feedback used to identify areas for evaluation. These include the development of new courses, major revisions to existing courses, other studies, field visits, etc.
3. Evaluations projected by DOES are input into a **Master Evaluation Plan**, which includes Fiscal Year and Five Year Plans.
4. Requirements for Master Evaluation Plans are outlined in **TRADOC Reg 350-15**. Plans are submitted to HQ TRADOC annually.
5. Since DOES must be responsive to the school's overall evaluation needs and must address training problems as they arise, the Master Evaluation Plan cannot project all evaluation efforts.
6. The evaluation process can be broken down into five major phases: **Planning, Collecting, Analyzing, Reporting, and Follow-up**.
7. The end product of the Planning phase is an **evaluation plan**.
8. The end product of the Collection phase is **raw information**.
9. The end product of the Analysis phase is **initial findings**.

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10. The end product of the Reporting phase is an **evaluation report**.
11. The end product of the Follow-up phase is a **follow-up report**.
12. During your evaluations you perform all key actions required. The evaluation process provides a **step-by-step system** that makes the conduct of evaluations easier.

■ END-OF-LESSON EXERCISE

Directions: Answer each question below in the spaces provided. You can use the workbook and any other references you need to answer the questions. After you have answered all questions, see your course manager.

1. Using the table on the previous page, which outlines phases and steps in the evaluation process, indicate to which phase and step each of the evaluation actions below belongs. Put phase numbers (1-5) and step numbers (1-20) in the spaces provided.

Phase	Step
_____	_____ a. You set up a meeting with a representative from a training department to discuss actions taken as a result of your evaluation.
_____	_____ b. Using a structured observation checklist, you are conducting observations of classroom training .
_____	_____ c. You brief the results of an evaluation to one of the training departments responsible for implementing a recommendation.
_____	_____ d. You are making initial decisions on how you will collect and analyze information you need for your evaluation.
_____	_____ e. You arrange a meeting with a representative from a training department to determine why their department requested an evaluation of a block of training.

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2. For each of the following evaluation phases list the **primary end product** of each phase.

	End Product
a. Analyzing (Phase 3)	_____
b. Collecting (Phase 2)	_____
c. Planning (Phase 1)	_____
d. Follow-up (Phase 5)	_____
e. Reporting (Phase 4)	_____

3. Arrange the following actions in the order in which you should perform them in the overall evaluation process. For the action that should be conducted first, assign a "1", for the action that should be performed second, assign a "2", and so forth.

**Order in which
action should occur**

- | | |
|-------|---|
| _____ | a. Developing initial evaluation findings |
| _____ | b. Staffing of the Evaluation Plan |
| _____ | c. Developing drafts of data collection instruments |
| _____ | d. Clarification of Problem being evaluated |
| _____ | e. Checking completed questionnaires to ensure all responses are readable |



When finished, see your course manager for feedback.

■ **END-OF-MODULE EXERCISE**

Congratulations, you've just completed the first module of the Training Evaluators Course. You are now ready to complete the End-of-Module Exercise.

As we discussed in the Course Introduction, after you complete the End-of-Module Exercise, your course manager will grade it and you will receive either a GO or NO GO for the module. You might want to quickly review the materials in the lessons, that make up this module, before taking the end-of-module exercise.



When you are ready, take your course map to the course manager. The course manager will give you further directions for taking the End-of-Module Exercise.

Good Luck!

■ **REFERENCES AND SUGGESTED READINGS**