Evaluation Best Practices for Health and Safety Training
NIEHS WETP Fall 2012

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OSHA’s GOAL: Improving Performance

- Training is a process, not an event

- Required Performance $\text{minus}$
- Actual Performance = Performance Gap

Training
- Pre/Post Meetings
- Performance-based Training
- Learning Activities
- Measure Effectiveness

Transfer Learning
- Action Plans

Improved Performance
OSHA Training Development

• Design for transfer
  – Determine the training need
• Pre training meeting
  – Focus training design on tasks
  – Develop Learning Activities
• Course
  – Measure training effectiveness
• Post-course meeting
  – Key takeaways
Determining the Training Need

• Need to carefully analyze job performance
• In the majority of situations, when you discover a discrepancy between required performance (RP) and actual performance (AP), it will be one or more of these seven factors of job performance
• When training is the solution, the training need is the resulting gap in performance; therefore, \( \text{RP} - \text{AP} = \text{Gap/Need} \)
Pre-Training Briefing

• The targeted business outcome(s) for the training
• The learning objective(s)
• Why learners should attend
• The relevance of the learning activities/workshop to their current work environment
• How the learner will benefit and meet the manager’s expectations back at work after the training is completed
A Focused Approach

- Staff focuses on enabling the learner to perform better back on the job
- Development focuses on Learning Activities and utilizing SME input
- OTI focuses on internal course evaluation results
- Review team focuses on making it all work
Develop Learning Activities

• Goal is 1/3 lecture, 2/3 interaction
• Classroom set up
• Classes at other training centers
Collect Field Input

- Executive Steering Committee
- Field Advisory Committee
  - Tech competencies, course reviews
- Local and national survey by Occupational Health training unit
  - Oil & gas, hex chrome, construction IH, nanotechnology, combustible dust
Measure the Effectiveness

During Training

Pre-tests and Post-Tests
• FY2012 tests average 17 percentage points increase

After Training

Post course online surveys

Example:
The training improved the employee’s performance in:
• Evaluating fall protection measures used during demolition.
• Documenting the hazards involved in the removal of prestressed concrete.
Post-Course Meeting

- OTI conducts debriefing meetings after each course and completes a Course Summary and Punch-list report.
- Course objectives, tests results, content issues are the main topics of these meetings.
Making Your Training Stick Means…

- Creating the environment that supports the successful transfer and skills gained from training back to the job
- This happens through a well-thought and well-executed change management plan that is woven through the training
Evaluations for Susan Harwood Grantees

**LEVEL 1**
Did they like it?

**Level 1: Training Session Reaction Assessments**
- Trainee satisfaction survey
- Required of all grantees

**LEVEL 2**
Did they learn it?

**Level 2: Learning Assessments**
- Pre-tests/post-tests/follow-up tests
- Required of all grantees

**LEVEL 3**
Did they use it?

**Level 3: Training Impact Assessments**
- 3 to 6 months after training
- Capacity Building – Developmental only
FY 2012 Susan Harwood Grants

- **Capacity Building Developmental Grants**
  - Focus on developing or expanding occupational safety and health training capacity
  - OSHA selected target audiences

- **Targeted Topic Grants**
  - OSHA selected topics and audiences
  - 2 Types of Grants
    - Training – focus on training workers
    - Training and Educational Materials Development – focus on training material development
Questions?

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Thank You!