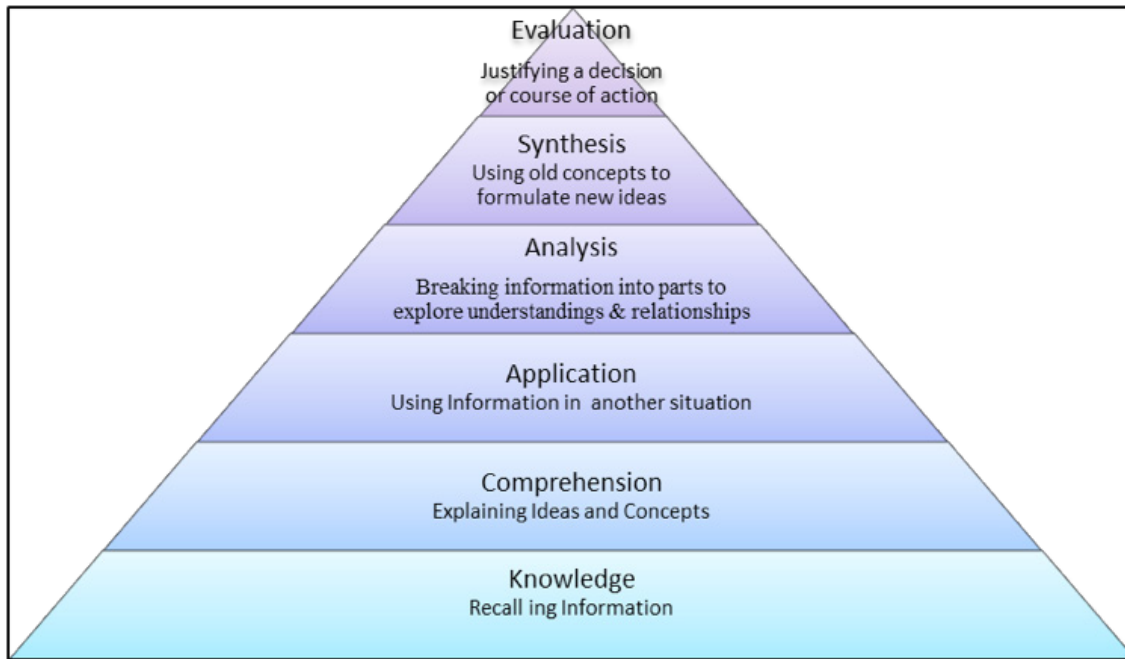


# MOUNTAIN-PLAINS CONSORTIUM

PROJECT BRIEF | MPC 16-305 | January 2016

## Guidelines for Effective LTAP Course Evaluation



### the **ISSUE**

This report outlines the scope of the current Utah LTAP evaluation process and provides recommendations for strengthening course evaluation tools and processes to better facilitate instruction to meet course objectives for participants.

### the **RESEARCH**

Throughout the United States, departments of transportation spend millions of dollars each year on continuing education and professional development. Current evaluations fail to tie responses to course objectives and often do not evaluate how participants use their knowledge in the field. Systematic evaluation of these training workshops and programs will help program directors, planners, and trainers ensure that the training they provide is applicable to the needs of the workforce. Stronger evaluation instruments, as recommended, will ensure that training courses are meeting the stated objectives and that participants feel like they are provided with information that help them better complete their job functions and ultimately become upwardly mobile in their careers. Using evaluation data to revise training programs, where necessary, will make them more cost effective and useful to participants. The guidelines outlined will help evaluators focus on Kirkpatrick's four levels of evaluation, allowing training programs to become refocused on the current needs of the workforce.



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Colorado State University  
North Dakota State University  
South Dakota State University

University of Colorado Denver  
University of Denver  
University of Utah

Utah State University  
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## Project Title

Guidelines for Effective  
LTAP Course Evaluation

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## Sponsors | Partners

USDOT, Research and  
Innovative Technology  
Administration

## the **FINDINGS**

As part of the National LTAP program funded by the Federal Highway Administration and state departments of transportation, one of the key goals of the Utah LTAP Center is to provide training for both new and long-term local government employees to help them keep up to date with technologies and regulations encountered in their jobs. It is vital for this training to (1) be accessible to a wide variety of learners and (2) have an immediate impact on the participant's ability to fulfill the essential functions of their job. To achieve the goal, it is necessary to provide training opportunities that directly facilitate that end. Strong course evaluation instruments are necessary to ensure that training courses are meeting the stated objectives and participants feel like they are provided with information that can help them better complete their job functions.

## the **IMPACT**

Current evaluations do not tie responses to the actual objectives of the trainings or see if/how the information presented in the training is/was used in the participants' job. If the goal of continuing education is to provide opportunities for employees to keep up to date with technologies and regulations encountered in their jobs, it is necessary to provide training opportunities that facilitate this. Strong course evaluation instruments are necessary to ensure that training courses are meeting the stated objectives and participants feel that it will help them better complete their job functions.

For more information on this project, download the entire report at <http://www.ugpti.org/resources/reports/details.php?id=842>

For more information or additional copies, visit the Web site at [www.mountain-plains.org](http://www.mountain-plains.org), call (701) 231-7938 or write to Mountain-Plains Consortium, Upper Great Plains Transportation Institute, North Dakota State University, Dept. 2880, PO Box 6050, Fargo, ND 58108-6050.



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