

ECOLOGICAL INTEGRITY ORIENTATION PROGRAM EVALUATION GUIDELINES

April 9, 2002

MESSAGE FROM THE EVALUATION TEAM

Thank you for helping us collect information about your courses. This is important data for us as we will be reporting on the progress and success of the Ecological Integrity Orientation Program. We do appreciate your time and effort!

Eugene Thomlinson – Western Canada Service Centre (604) 666-4873
Peggy Smyth – Strategy and Plans (819) 997-4965
Barbara Bowman – Ecological Integrity Branch (819) 994-5531

Please treat the evaluation positively as your presentation can influence participants' attitudes. The integrity of the data is critical, as this information is important for all of us in Parks Canada.

THE PURPOSE

We will be assessing changes in attitude and behaviour towards ecological integrity in Parks Canada as a result of this Program. To do this, we will gather information about both the 12 hour Orientation course and the 3 hour Summary course, measure the effectiveness and efficiency of each course in meeting its objectives, and report on results, with recommendations. We are particularly interested in the EI issues and actions you discussed in Module 4 of the 12 hour Orientation course. As we can not attend all the courses, we are relying on you to keep us informed about the status of potential EI activities. We are also planning follow-up assessments with a sample of staff at six and twelve month intervals. Parks Canada will require this information for strategic planning and for higher level reporting on the Orientation Program. Together, we will be able to clearly demonstrate that the ecological integrity training has made an impact.

THE TOOLS

QUESTIONNAIRES

There are two types of questionnaires:

PRE-COURSE AND POST-COURSE QUESTIONNAIRE To complete at the beginning and end of each course	Ivory paper
END-OF-COURSE QUESTIONNAIRE To complete at the end of each course	Pink paper

The questionnaires will collect information about:

- perceptions about ecological integrity
- the effectiveness and efficiency of each course

The data gathered will be integrated into a national database. We will be unable to provide you with individual feedback as a trainer; however, we will be collecting data on the effectiveness of course delivery. Recognizing that you may want individual feedback so that you can continuously improve your delivery, we have included a simple feedback tool for you to use. In addition, we may need to discuss some training issues with you as a result of the data analysis. As a trainer, your experiences and your discussions with participants will be an important source of information for our Team.

RETURN ENVELOPES

The Alteos pre-addressed return envelopes are for each set of completed questionnaires. There are separate envelopes for the 3 hour Summary course. It is important to identify returns for the 3 hour course. Envelopes are marked with a checklist of the names of the individual questionnaires with checkboxes to indicate which questionnaires are in the envelope. To send, check the appropriate checkbox, place completed questionnaires in the envelope and seal the envelope immediately. They are to be sent through Parks Canada mail to:

Alteos Data Ltd.
Alastair Ross Technology Centre
3553 – 31st Street NW
Calgary, Alberta T2L 2K7

ACTION PLAN RECORDS

In Phase 1: March to October 31, 2001, each group of participants in Module 4 of the 12 hour Orientation Course completed an Action Plan Record. If you decide to continue using action plans, hand out the Action Plan Record sheets at the beginning of Module 4. The Evaluation Team needs this information to report on tangible results generated by the training. If you do not use action plans, on the Course Record sheet record the EI activities developed in the course by participants.

There are Ecological Integrity Branch pre-addressed envelopes for returning Module 4 Action Plan record sheets, where applicable.

THE PROCESS

BEFORE the course

1. Select

- the appropriate number of **questionnaires** for the course **for each participant**:

For ALL courses:

1. two PRE-COURSE AND POST-COURSE QUESTIONNAIRES (one for the beginning of the course; one for the end of the course)
2. one END-OF-COURSE QUESTIONNAIRE

- **envelopes** for each set of questionnaires required for the course.

- #### 2. Code
- each questionnaire for each part of the course being taught at that time. It is important that each questionnaire be coded by you before they are handed out. The coding line for trainers is at the bottom of each questionnaire – it is marked “trainer only”. Shade the appropriate bubble for:

YR	the year of this course	2 = 2002, etc.
MO	the month of this course	1= January, etc.
GR	the work location of the group of participants in this course	number code for Field Unit, Service Centre, National Office (if the group includes participants from different work locations, select the location of the majority of participants)

Group location number codes (these are Fund Centre financial code numbers):

GR Group work location	Name
02	Mainland Nova Scotia
14	CBH Golf Course
15	Hot Springs
20	Newfoundland West & Labrador
21	Newfoundland East
22	Cape Breton Island
23	Southern New Brunswick
24	Northern New Brunswick
25	Prince Edward Island
27	Atlantic Service Centre/DG Parks Canada East – Halifax
29	Waterton Lakes/Bar U
31	Mingan
32	Gaspésie
33	Québec City
34	La Mauricie
35	Montreal Area
36	Québec Service Centre
37	Ontario East
38	Central Ontario
39	South-West Ontario
40	Ontario North
41	Ontario Service Centre
42	Manitoba
43	Riding Mountain
44	Northern Prairies
45	Saskatchewan South
46	Southwestern NWT
47	Nunavut
48	Western Arctic
49	Western Service Centre-Winnipeg ,Calgary, Vancouver
50	Banff
51	Jasper
52	Kootenay/Yoho
53	Mt. Revelstoke/Glacier
54	Highways Service Centre – Lake Louise
55	Coastal British Columbia
56	Gwaii Haanas
57	Yukon
60	National Office/Strategy & Plans
61	National Office/National Parks
62	National Office/Historic Sites
63	National Office/HR
67	Saguenay
68	National Office/Communications
69	National Office/Legal Services

AT THE BEGINNING of the course

1. **Explain** the purpose of the evaluation to participants. Remember that a positive attitude is important. The main points are:
 - this course was recommended for all employees by the Panel on Ecological Integrity;
 - it is one of the first steps Parks Canada is taking to improve ecological integrity;
 - it is important to know to what extent the course impacts on improving ecological integrity;
 - the questionnaires were developed by an Evaluation Team, with input from the Design Team and participants attending a pilot session;
 - the Team needs feedback from participants to assess the success of the training;
 - all feedback is confidential and will be pooled regionally and nationally;
 - thank participants for sharing their experiences.
2. **Show** participants the questionnaires. Explain they will complete questionnaires at the beginning and end of the course,. Questionnaires will be collected and sealed in an envelope as soon as they are completed.
3. **Ask** for a participant to volunteer to manage the evaluation process. This participant will hand out the questionnaires – one now before the course and the others at the end of the course. This participant will collect questionnaires as soon as they are completed, place them in the Alteos pre-addressed envelope, check the type of questionnaires in the appropriate checkbox on the envelope, seal the envelope and put it in the Parks Canada mail for delivery to the data scanning company. This will ensure completed questionnaires remain confidential.
4. **Give** the evaluation assistant the questionnaires you selected and coded for this course and the return envelopes.

PRE-COURSE QUESTIONNAIRE

1. **Ask** the evaluation assistant to hand out the PRE-COURSE QUESTIONNAIRE to each participant.
2. **Tell** participants they will complete this same questionnaire at the end of the course.
3. **Refer** participants to the instructions.
4. **Emphasize** that all their responses are confidential.
5. **Explain** that bubbles must be fully shaded within the lines. They can use pencil or black or blue pen, NOT red.
6. **Explain** that it is important to comment and to summarize or list their main ideas as the comment boxes are small.
7. **Ensure** all participants have the time they need to complete the questionnaires.
8. **Ask** the evaluation assistant to collect completed questionnaires, place them in the Alteos pre-addressed envelope, check the type of questionnaires in the appropriate checkbox on the envelope, seal the envelope and put it in the Parks Canada mail.
9. **Thank** participants for supporting the evaluation.

MODULE 4 ACTION PLAN RECORD SHEETS – for 12 hour Orientation Course – if you decide to use Action Plans

1. **Hand out** Action Plan Record sheets, one to each group, at the beginning of Module 4.
2. **Explain** that the Evaluation Team will keep a record of the action plans developed during Module 4.
3. **Encourage** them to read the sheets so they will understand what is required.
4. **Remind** the groups to complete the Action Plan Records at the end of Module 4.
5. **Collect** the completed Action Plan Record sheets.
6. **Thank** participants.
7. **Place** the Action Plan Record sheets in an Ecological Integrity Branch pre-addressed envelope and put it in the Parks Canada mail.

AT THE END of the course:

➤ END-OF-COURSE QUESTIONNAIRE

➤ POST-COURSE QUESTIONNAIRE

1. **Ask** the evaluation assistant to hand out the END-OF-COURSE and the POST-COURSE QUESTIONNAIRE. Participants should complete the questionnaires in this order.
2. **Ensure** all participants have the time they need to complete the questionnaires.
3. **Ask** the evaluation assistant to collect completed questionnaires, place them in the Alteos pre-addressed envelope, check the type of questionnaires in the appropriate checkbox on the envelope, seal the envelope and put it in the Parks Canada mail.
4. **Thank** participants.

SPECIAL CASES

Refusal – if a participant refuses to complete a questionnaire, respect this decision.

Illiteracy – if a participant is not able to complete a questionnaire because of difficulty reading or writing, encourage him/her to seek the help of another participant. As there are some questions about the instructors, it is not advisable for you to help directly.

Questions – if there are questions about the evaluation you can not answer, contact one of us – see Message from the Evaluation Team, p.1, and tell the participant you will get an answer.

EVALUATION MATERIALS

Give any unused **questionnaires** to other trainers in your region. If these are not needed, send them to:

Barbara Bowman
Ecological Integrity Branch
4th Floor, 25 Eddy St., Hull, Québec K1A 0M5

As well, if you need additional evaluation materials, Barbara will send them to you. Contact her at [Barbara Bowman@pch.gc.ca](mailto:Barbara.Bowman@pch.gc.ca) or #819-994-5531

COURSE RECORD

- After each course, send a brief report to Barbara Bowman by **email**:
Barbara.Bowman@pch.gc.ca

Date of course: days, month, year	
Location of course	
Group (Field Unit, Service Centre...)	
Trainer(s)	
Number of Module 4 Action Plans, if applicable	
If no Action Plans, include a description of EI activities developed by participants in the course	
Names of participants 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24.	Positions of participants 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24.

What worked particularly well in this course?

What changes would you make to improve the course?

PERSONAL FEEDBACK

DISCUSSION QUESTIONS

You could ask these questions to the group at the end of the course. As they just completed the Evaluation Team questionnaires, they may be reluctant to fill out another questionnaire.

As your role as a trainer will be to lead the discussion, have another trainer or a participant record the responses.

QUESTIONS	NOTES/ACTION REQUIRED
1. In general, are you satisfied with this Ecological Integrity Orientation session? Please explain.	
2. To what extent did this session improve your knowledge and skills about ecological integrity?	
3. Did the learning activities help you meet the learning objective?	
4. How would you rate the workbook as a reference document for yourself?	
5. What recommendations do you have to improve this course?	