Module 5 - Evaluation

Train-the-Trainer Certificate Program

Connecticut Training & Development Network and Department of Administrative Services

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Module 5 Facilitators

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Agenda

▪ Welcome/Overview
▪ Why Do Evaluation?
▪ Types of Evaluation
▪ 4 Levels of Kirkpatrick Model
▪ Summary
▪ Evaluation

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Big Picture

CTDN T-t-T

- Designing Learning
- Managing the Learning Function
- Delivering Training
- Measuring & Evaluating

CTDN Training Model
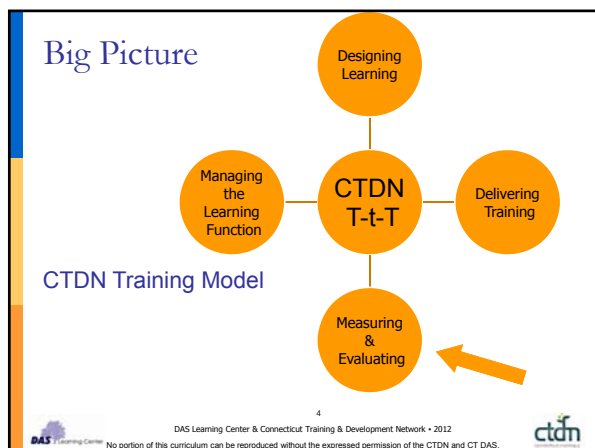
Objectives

At the end of this module you will be able to:

- Identify the key components of a formative evaluation

- Describe all levels of Kirkpatrick's evaluation module used to assess training effectiveness

- Design a level 1 evaluation according to Kirkpatrick's guidelines

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Objectives

At the end of this module you will be able to:

- Given learning objectives, design level 2 criterion test items

- Given learning objectives, design a level 3 evaluation

- Given a case study, describe how to evaluate learning using Kirkpatrick's level 4 criteria
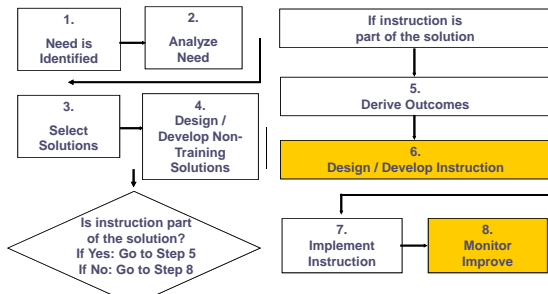
Mager's Strategy of Instructional Development

1. Need is Identified	2. Analyze Need	If instruction is part of the solution

5. Derive Outcomes

3. Select Solutions	4. Design / Develop Non-Training Solutions	6. Design / Develop Instruction

Is instruction part of the solution?
If Yes: Go to Step 5
If No: Go to Step 8

7. Implement Instruction	8. Monitor Improve

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ADDIE

- Analyze
- Implement
- Evaluate
- Design
- Develop

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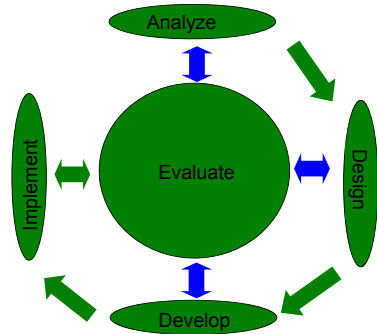
Exercise 1

- 2 Groups
- Group 1 discuss – Why should we do evaluations?
- Group 2 discuss – Why don't we do evaluations?

10 minutes

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Practical Tip #1
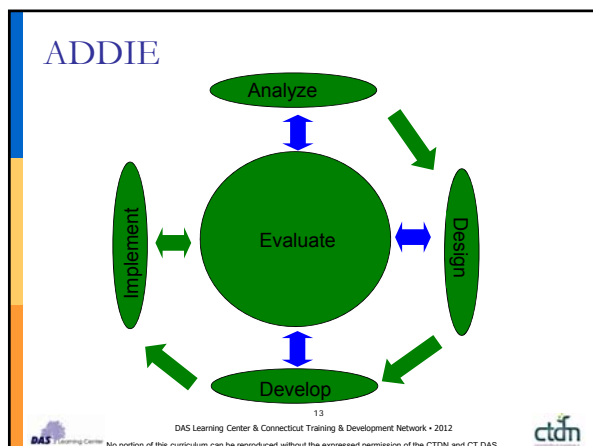
Only evaluate what you are going to act upon!

2 Types of Evaluations

Formative

- Determine if curriculum meets learning objectives
- Provide data to revise curriculum
- Build support for program

"Evaluation designed to keep you from embarrassing yourself" – *McGarry*

ADDIE

Analyze

Implement — Evaluate — Design

Develop

Formative Evaluation

Look for:

- Objectives appropriate?
- Material/exercises appropriate?
  - For learners
  - Tie to objectives
  - Proper amount
- Pacing/time?
- Topic Sequencing?
- Details
  - Typos, colors, animations, etc.

"Evaluation designed to keep you employed" - *McGarry*

"Evaluation designed… to present conclusions about the worth of the program..." *Dick & Carey*

Summative

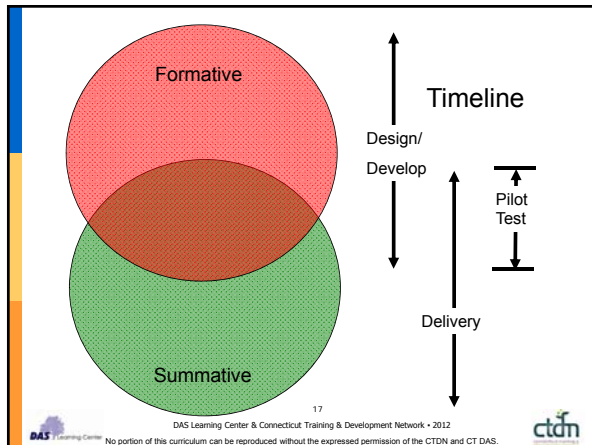**Slide 16**

Formative

Summative

Slide 17

Formative

Summative

Timeline

Design/
Develop

Pilot
Test

Delivery

Slide 18

Formative

Summative

Performed with:

SMEs
Managers
Client

Participants

Participants'
Supervisors
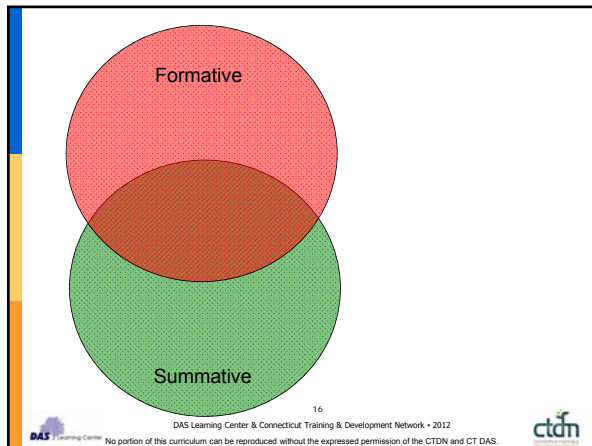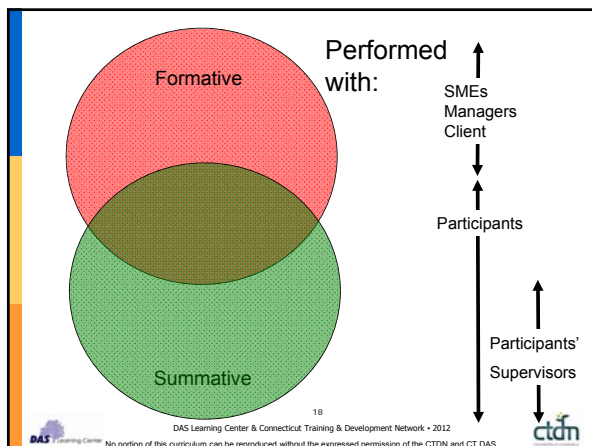
Exercise 2

- Develop how you are going to do formative evaluation of your project
- Share your plan at your table
- Report Out

20 minutes

ASPIRING LEADERS
...where managers become leaders

CONNECTICUT Executive Development Program

Practical Formative Evaluation

Summative Evaluation

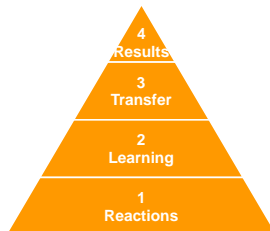## Kirkpatrick's 4 Levels of Evaluation

From Wikipedia

Reaction — What they thought and felt about the training

Learning — The resulting increase in knowledge or capability

Behavior — Extent of behavior and capability improvement and implementation/application

Results — The effects on the business or environment resulting from the trainee's performance

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How They Build on One Another

In Kirkpatrick's four-level model, each successive evaluation level is built on information provided by the lower level.

It is a progressive concept. **Usually**.

4
Results
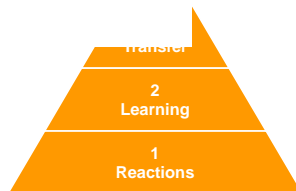
3
Transfer

2
Learning

1
Reactions

Comments formed and quotations from a detailed article form the Encyclopedia of educational technology: "Kirkpatrick's Four levels of evaluation"

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Level 1 Evaluation - Reactions

We ask the student, customer, attendee, etc. after they attend a program…

- Did they like it?

- Was it relevant?

- Etc….

Transfer

2
Learning

1
Reactions

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Level 1 Evaluation - Reactions

This is one of the most well known evaluation models in Staff Development, the **Smile Sheet**

Level 1 Evaluation - Reactions

- Following Kirkpatrick's model; every program should be evaluated at least at level one

  - Allows for feedback on the program and for improvements

  - Positive comments do not necessarily assure good learning but negative ones reduce the probability and should be addressed

Practical Tip #2

Nobody cares about positive smile sheet results but you!

Practical Tip #3

Pay attention to all negative feedback!

Exercise 3 - Level 1 Reaction

▌ Skim "Level One Evaluation: Reaction" handout

▌ Draft a Level 1 evaluation for your project. You may use the level 1 evaluation from your agency or any from the level 1 sample packet to design an evaluation for your project

▌ Be prepared to discuss with the class

20 minutes

Level 2 Evaluation - Learning

▌ Second type in progression of evaluations

▌ Did the learner gain knowledge or improve skills?

- There are several methods from the informal to the formal to garner information

- Pretest and post test are examples of a way to measure

- In-class activities and exercises are another

Results

3 Transfer

2 Learning

1 Reactions
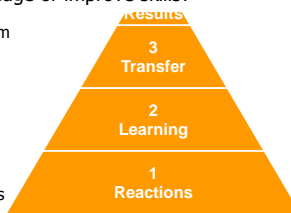
Level 2 Learning

How do you know if participants are learning during your training?

Level 2 Learning

Pre/post test
- Short evaluation with a few questions
- Evaluation questions based on learning objectives
- Same evaluation distributed at the beginning (pre) and end of class (post)
- Compare pre-test results to post-test results.
  - How many people scored higher on the post-tests?
  - Post-tests results should indicate that more people scored higher than on the pre-test.
  - Higher scores on the post-test are a good indication that learning took place in the classroom

Pre/Post Test

- Use a pencil-and-paper test to measure knowledge
- Use a performance test to measure skills
- Criterion-Referenced (Standard)

Relevance of Level 2 Evaluation

▌ Ensures participants learned what you intended to teach them (did participants meet the learning objectives?)

   ✓ The action stated in the learning objective is what you want your participant to learn and what you are checking for when you create classroom activities!

▌ Informs you about areas of the training that needs improvement or if the learning objectives need adjusting

▌ Pre-test results indicate how much your participants already know prior to training. Eliminate areas of training that are not necessary

Level 2 Learning

Can't measure changes in behavior (level 3) unless learning took place in the training session.

From *Evaluating Training Programs* by Kirkpatrick & Kirkpatrick

Practical Tip #4

If your learners aren't learning,
your program needs work!

Practical Tip #5

If your learners aren't applying what they learned,

your program needs defending!

The Sequel
Objectives

Objectives – The Sequel

Refresher

| Each objective will describe the (a) performance, (b) conditions, (c) standard:

- a. What someone should be able to do
- b. The conditions under which the doing will occur
- c. The criteria by which the performance will be judged

Objectives – The Sequel

Hard Objectives
- Build a roadway
- Create a spreadsheet in Excel
- Identify a fraudulent document

Soft (Fuzzy) Objectives
- Friendly customer service
- More tolerant of diversity
- Good understanding and application of ethics

Objectives – The Sequel

- Friendly Customer Service

Exercise 4 – Project Objectives

- Groups of 4
- Review your project objectives
  - Performance, Condition, Standard?
  - Revise as needed
- Discuss evaluating those objectives
- Develop at least 1 evaluation question for a pre-post test **or** describe one in-class activity to use for your project
- Report out (Evaluating the objectives only)

20 minutes

Things to Remember
Level 2 Evaluation Items

1. The evaluation item must match the learning objective
2. Make sure you match conditions in the items to reflect those in the objective
   - If the learning objective says, with the use of a desk-aid, then the criterion-referenced item should include use of the desk-aid.
3. Harden fuzzy objectives

Things to Remember
Level 2 Evaluation Items

4. The number of items that are necessary for each objective depends on you how many items are necessary for you to say that the learning took place
5. If the learning objective lists something for the learner to be able to do, then the criterion-referenced item needs to ask them to do it
   - If you want an individual to be able to do a parallel turn while snow skiing, don't ask them to tell you the steps, ask them to do it
6. Keep level 2 evaluations as anonymous as possible

Roadblocks to Transfer

- Break into groups
- Identify the roadblocks to transfer learning from the classroom to the workplace
- Report out to the class

10 minutes

Level 3 Evaluation - Transfer

- Third type in progression of evaluations
- Is the learner applying their new skills, knowledge back in their work environment?
  - Learning objectives define the outcomes to be measured

Relevance of Level 3 Evaluation

- Documents that knowledge of skills learned in the classroom are applied in the workplace.
- Can't evaluate anything beyond a level 1 without having well-written learning objectives

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Guidelines for Evaluating Transfer

- There are several methods that can be used to obtain this data.
  - Surveys or questionnaires
  - Interviews
  - Focus groups
  - Work review
  - Structured observation

  A well-done needs assessment can be used as a level 3!

Evaluating Transfer of Learning

▌ Whatever method you chose, you must go back to the original course objectives from the course design to figure out what you should be evaluating and measuring

▌ There should be a direct correlation

▌ In good course development, the objectives are expressed in terms that assist you with the level 3 transfer evaluation.

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Exercise 5

▌ Take 10 minutes to determine what method to use to do a Level 3 evaluation on your project and write at least one evaluation point (i.e.-observation, questionnaire, survey)

▌ In your table groups discuss and critique each other's evaluation method and question(s)

20 minutes

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Level 4 Results

- Final type in progression of evaluations

- What impact did the program have on the agency (business)?

  - i.e. improved quality, customer satisfaction, reduced accidents, etc…

4 Results
3 Transfer
2 Learning
1 Reactions
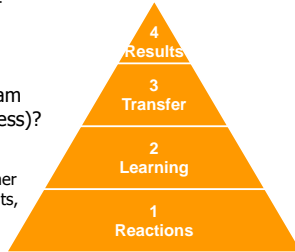
Relevance

- Establishes worth of training
  - Quantifies improvements in quality or quantity as a result of the training
  - Establishes tangible benefits received for monies spent on training

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Practical Tip #6

Know the reasons why your client (agency management, etc.) really wanted a training program!

Guidelines for Evaluating Level 4 Results

- Use a control group if practical
- Allow time for results to be achieved
- Measure both before and after the program if practical
- Repeat the measurement at appropriate times
- Consider cost versus benefits
- Be satisfied with evidence if proof is not possible
- Training might give you short term results which improve or decline over time

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Practice

- In your table groups read the Case Study – Level 4 Results and be prepared to answer the questions and discuss how you arrived at your answers.
- Be sure to record your responses on flipchart paper.
- Select a spokesperson from your table to present to the class.

20 minutes

Summary – Kirkpatrick's 4 Levels

- The four evaluation levels types build on each other

- Levels 1 and 2 are the most used as standard training evaluation tools

- Level 3 is critical but underused

- Reserve level 4 to use as circumstances warrant

Evaluation - Putting it all together
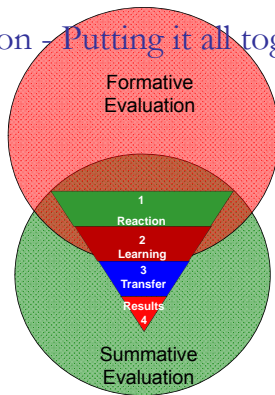
Evaluation - Putting it all together
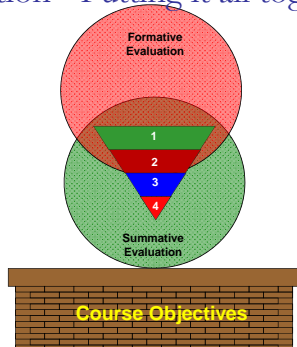
Practical Tips

1. Only evaluate what you are going to act upon.
2. Nobody cares about positive smile sheet results but you.
3. Pay attention to all negative feedback.
4. If your learners aren't learning, your program needs work.
5. If your learners aren't applying what they learned, your program needs defending.
6. Know the reasons why your client really wanted a training program.

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Thank You

Thank you for attending this training and sharing your thoughts, ideas and insights with us today.

We were all teachers and learners.

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Bibliography

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Mager, Robert F. *Measuring Instructional Results*. 3rd edition, Atlanta, GA: The Center for Effective Performance, Inc.1997.

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