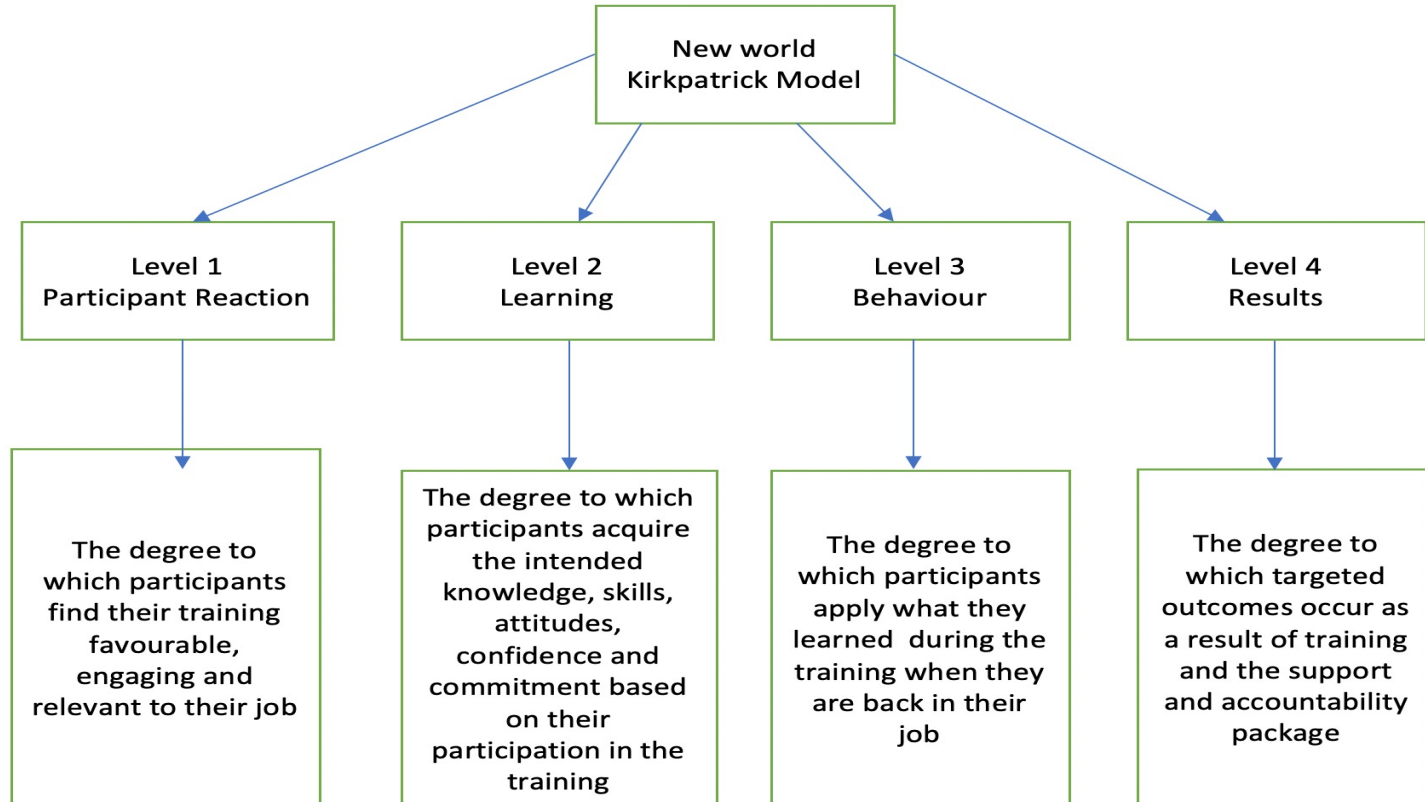


Kirkpatrick Model of Evaluation

- Introduction to the Kirkpatrick model
- Application in higher education institutional context



Four Levels of Evaluation Kirkpatrick





LEVEL 1



Satisfaction



Describes immediate reaction to program. Tells us how people feel. Information is quick and easy to obtain. Used by most organizations: post-training surveys, feedback forms, smile sheets, focus groups, interviews.



Can be entirely situational and focused on delivery aspects (i.e: the room was too hot!)
Totally perception based. Usually uses Likert scales, which can be skewed or lack refinement (what is the difference between 3.2 and 3.8 satisfaction?)

Reaction Level

- Were the participants pleased with the programme
- Perception if they learned anything
- Likelihood of applying the content
- Effectiveness of particular strategies
- Perceived need for followup / level of difficulty

Instant Reaction
allows you to detect

Errors

Guidelines for Evaluating Reaction

- Design a method to evaluate reaction: interactive is good
- Encourage written comments.
- Get 100% immediate response.
- Get honest responses.
- If desirable, get delayed reactions.
- Determine acceptable standards.
- Measure future reactions against past reactions.

LEVEL 2

Learning

Measures increase in knowledge and skills. Ideally should be done before, during and after instruction/program. Most organizations opt for a questionnaire, but others methods can be used too: facilitation assessments, skills practices, performance demonstrations, simulations, team assessments, skill/confidence building exercises.

Challenge in testing beyond simple rote knowledge. Major debate over embedded vs. final testing & immediate vs. delayed testing. How do you evaluate in a way that is meaningful and fair to the learner?



Learning Level

- What did the participants learn in the programme?
The extent to which participants change attitudes, increase knowledge, and/or increase skill.
What exactly did the participant learn and not learn?
Pre-test, Post-test

Learning Level

- Requires developing specific learning objectives to be evaluated.
- Learning measures should be objective and quantifiable.
Paper pencil tests, performance on skills tests, simulations, role-plays, case study, etc.

Guidelines for Evaluating Learning

- Develop a written exam based on the desired learning objectives.
- Use the exam as a pretest
- Provide participants with a worksheet/activity sheet that will allow for “tracking” during the session.
- Emphasize and repeat key learning points during the session.
- Use the pretest exam as a posttest exam.
- Compute the post-test compared to pre-test gain on the exam.

LEVEL 3

Behaviour

The extent that learning is transferred back to the workplace. Measures intermediate outcomes such as use of skills and knowledge, on-the-job performance changes and program implementation.



- On the job coaching
- On the job testing
- Random job assessment
 - Manager appraisal
 - Self appraisal
- 360 degree appraisal
- Performance Reviews

Performers often return from trainings motivated, but behaviour is not applied back at the workplace.

Why???



Training does not meet job requirements



Length of time between learning and application



Lack of support from management and/or work environment

Behaviour is not just a function of teaching or training

- **The person must:**
 - have a desire to change.
 - know what to do and how to do it.
 - work in the right climate.
 - be rewarded for changing.

Guidelines for Evaluating Behaviour

- Allow time for behaviour change (adaptation) to take place
- Check with one or more who are in the best position to see change.
- The participant/learner
- Surveys, Portfolios, Interviews

Requires Integrating
Schools into your
Evaluation System

LEVEL 4

Results



Describes impact on the organization. The consequences of applying new knowledge & skills back at work. Typically measured by questionnaires, action planning, performance contracting and performance monitoring.



There needs to be a baseline to compare results. You also need to identify and consider all the other factors that may influence key indicators. Are changes actually the result of the program?

Typical Impact Data

Incidents

Errors / Waste

Output

Efficiency

Turnover

Accidents

Productivity

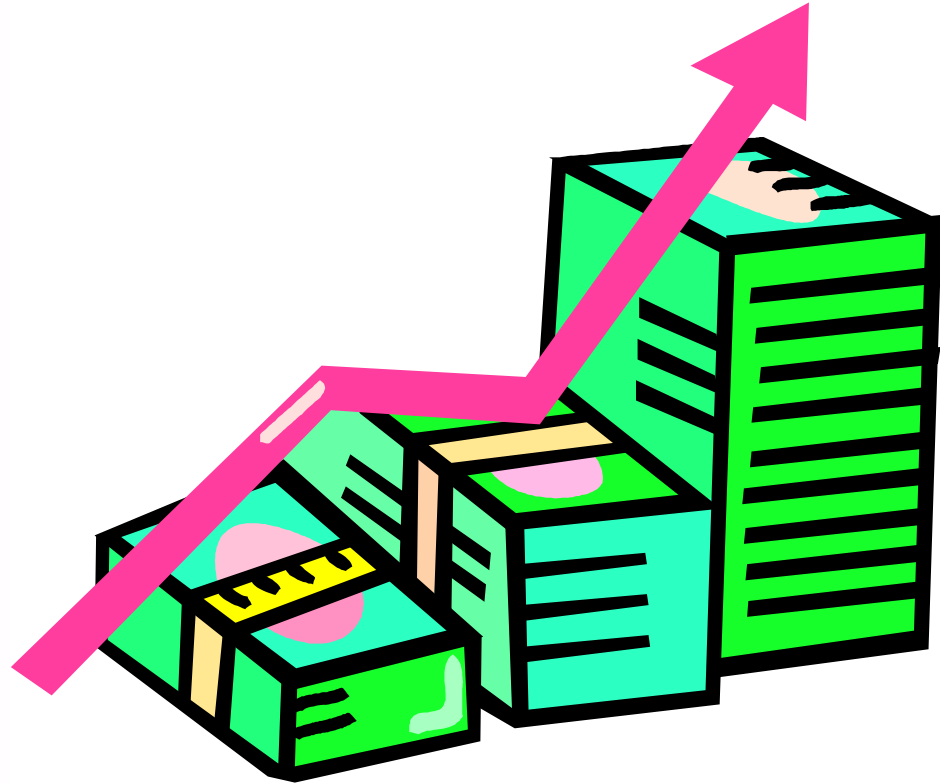
Downtime

Employee satisfaction

Absenteeism

Results Level

- Impact of education and training on the organization or community.
- The final results that occurred as a result of training.
- The Return Of Investment for training.



Guidelines for Evaluating Results

- Measure before and after
- Allow time for change to take place
- Repeat at appropriate times
- Use a control group if practical
- Consider cost vs. benefits of doing Level Four
- Remember, other factors can affect results
- Be satisfied with Evidence if Proof is not possible.