orgwide custom learning solutions

Phase 1: Project Initiation

Evaluation Strategy

Overview

A complete evaluation strategy consists of four levels of inquiry. At each level the evaluator gathers valid and reliable evidence on which to form their judgments regarding the success of the course. The following questions should be considered as the evaluator begins the process of developing an evaluation to measure the effectiveness and impact of the training:

Level 1: Did participants like the course? This question includes all aspects: course content, methods used, performance of the instructor, planning and administration, and classroom facilities.

Level 2: Did participants learn? What evidence must be gathered to evaluate that participants can perform the learning objectives for each session?

Level 3: Did participants use and retain what was learned when they returned to the workplace?

Level 4: Did the training achieve its intended impact? Did the course produce the desirable effect on organizational performance?

Using the Evaluation Strategy Matrix and Idea Generator Matrix

In the Evaluation Strategy Matrix below, review the characteristics domains ("appropriate," "adequate," "efficient" and "effective") for the types of questions that might be asked in each of the four levels of evaluation. Then, use the Idea Generator Matrix to begin brainstorming evaluation ideas as you continue through the complete instructional design process for your training. If you refer often to the characteristic domain questions during the design and development process, your evaluation method will evolve spontaneously. You may use the results to design your formal evaluation strategy in the evaluation phase of the CDM.

Evaluation Strategy Matrix

EVALUATION LEVEL	To determine if the _____ evaluation level was APPROPRIATE ask about:	To determine if the _____ evaluation level was ADEQUATE ask about:	To determine if the _____ evaluation level was EFFICIENT ask about:	To determine if the _____ evaluation level was EFFECTIVE ask about:
REACTION	Physical environment, instructor, materials, content, pre-course instructions, psychological environment, etc.	Classroom time, opportunities for practice, feedback from peers and instructor	Use of classroom time, cost of program to participants versus result achieved, demands put on learner	General comments about the effectiveness and quality of the program, instructor skill, materials, activities, etc.
LEARNING	Course content, objectives, learning activities, resources, teaching methods, etc.	Detail, precision of course objectives, standards for performance, conditions, practice and feedback	Time required to meet objectives, resources required, use of energy, etc.	Degree to which all participants demonstrate achievement of objectives, classroom behavior, completion of all requirements
TRANSFER	"Fit" between course content, objectives, and requirements for "real-world" application	Degree of competence, practice in a "realistic" environment preparation for return to work	Direct and indirect costs of attendance versus degree of competence and improved performance	Degree of improved on-the-job performance after course completion, increased competence, etc.
IMPACT	Organization's culture, management expectations, strategic plans	Degree to which organization's goals and expectations were achieved	Cost of training versus costs of other solution strategies, costs of course versus direct benefits accrued by organization	Degree to which organization's goals and expectations were met, improved organizational effectiveness

Idea Generator Matrix

EVALUATION LEVEL	Insert specific questions about: APPROPRIATE ADEQUATE EFFICIENT EFFECTIVE
REACTION	1. 2. 3. 4.
LEARNING	1. 2. 3. 4.
TRANSFER	1. 2. 3. 4.
IMPACT	1. 2. 3. 4.