Apply Kirkpatrick’s Training Evaluation Model: Assessing a First Time Faculty Training Course

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Agenda

- History
- Kirkpatrick’s 4 Levels of Training Evaluation
- Activity
- Apply Kirkpatrick's Model
- Process of Developing Surveys
Dr. Don Kirkpatrick

1950s

Wanted to know if trainings he conducted were making a difference.

Association for Talent Development (ATD)

New World Kirkpatrick Model, 2010
What is the Point of Training?

✧ Organizations believe that individuals need certain knowledge or skills to perform correctly

✧ **Key: Benefit comes from what was used from training not what was actually learned**
  - Training is successfully defined as application of training-acquired capabilities leading to improved performance and job results
Why Evaluate a Training Program?

- According to Kirkpatrick, there are three reasons to evaluate training programs:

  - Improve the program
  - Demonstrate the value of training to organization
  - Maximize transfer of learning behavior to obtain results
Kirkpatrick’s Foundational Principles

- The end is the beginning.
- Return on expectations is the ultimate indicator of value.
- Business partnership is necessary to bring about positive Return on Expectations.
- Value must be created before it can be demonstrated.
- A compelling chain of evidence demonstrates your bottom-line value.
What is Kirkpatrick’s 4 Levels of Training Evaluation

- A way to assess a training program to determine if objectives, outcomes, and results are being achieved by the training program.
Level 4: Results

Did the training influence performance?

- The degree to which targeted outcomes occur as a result of the training and the support and accountability package.

- **Leading Indicators:** Short term observations and measurements that suggest that critical behaviors are on track to create a positive impact on the desired results.
Level 4: Results

Immediate Questions
- I believe I will see a positive impact if I consistently apply what I learned.
- What initial successes will likely occur as you apply what you learned?

Delayed Questions
- Leading Indicators
  - I am already seeing positive results from the training.
- Desired Outcomes
  - This program has positively impacted my department.
  - How has your participation in this program benefited the company?
Level 3: Behavior

Did the training change behavior?

- The degree to which participants apply what they learned during training when they are back on the job.
  - More than just evaluating, but a comprehensive, continuous performance monitoring and improvement of systems

- On-the-job learning – continuing a culture of learning
Level 3: Behavior

- Critical Behaviors – few, specific actions, that will have biggest impact on results
  - Specific, observable, and measurable
  - Connect to outcome

- Required Drivers - Processes and systems that reinforce, monitor, encourage, and reward performance of critical behaviors on the job
  - Support and Accountability
Level 3: Behavior Survey Questions

Immediate Questions

- Observations of behavior and responses

Delayed Questions

- General
  - I have successfully applied on the job what I learned in training.
  - How have you used what you learned in training on the job?

- Required Drivers
  - I have received support in order to apply what I learned successfully.
  - What has helped you to implement what you learned?
Level 2: Learning

Did learning transfer occur?

- The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training.

- Any activity could be evaluated to assess accomplishment
  - Meaningful experiences that are useful
Level 2: Learning

◎ Formative evaluation
  ◦ Knowledge test/check, discussion, individual/group activity, role play, simulation

◎ Summative evaluation
  ◦ Knowledge test/quiz, presentation, teach back, action planning, survey, interview
Level 2: Learning

Immediate Questions

- Knowledge
  - What are the major concepts you learned?
- Skills
  - Note: Rare to evaluate in post program evaluation.
- Attitude
  - I believe it will be worthwhile for me to apply what I learned.
- Confidence
  - I feel confident about applying what I learned back on the job.
- Commitment
  - How do you plan to apply what you learned back on the job?

Delayed Questions

- Depends on if immediate questions were asked
- Content related questions
Level 1: Reaction

Did the learners enjoy the training?

- The degree to which participants find the training favorable, engaging, and relevant to their jobs.
  - Customer satisfaction measurement of the training

- Key: Quickly and efficiently gather information you need
Level 1: Reaction

- Formative evaluation – evaluate during the program
  - Instructor Observation, Pulse Checks, Dedicated Observer
- Summative evaluation
  - Surveys
Level 1: Reaction

Immediate Questions

- Reaction
  - The class environment helped me to learn.
  - This program held my interest.
- Relevance
  - What I learned from this course will help me on the job?
- Customer Satisfaction
  - I received helping information prior to the program.

Delayed Questions

- Relevance
  - I have had occasion in my job to use what I learned in this course.
- Customer Satisfaction
  - Looking back, how could this program have been improved?
Activity

✧ In each box, write the Level you believe the question/statement falls under.
Evaluation Methods

- Survey, Questionnaire, Interviews
  - Level 1 – Reaction, Level 2 – Learning, Level 3 – Behavior, Level 4 - Results
- Action Plan
  - Level 2 – Learning, Level 3 – Behavior, Level 4 - Results
- Work Review, Skill Observation
  - Level 2 – Learning, Level 3 - Behavior
- Case Study
  - Level 2 - Learning
- Request for Validation
  - Level 3 – Behavior, Level 4 - Results
- HR Metrics
  - Level 4 - Results
How to Apply Kirkpatrick’s Model
Applying Kirkpatrick’s Model

- **Institution**: Training should align with overall goals.
- **On the Job**: How can training compliment job?
- **Evaluation**: What will be the best way to evaluate all Levels for your training program?
Embry-Riddle Aeronautical University - Worldwide

- Mostly Adjunct Faculty
- All active courses are observed
- 9 week terms
- Students and Faculty all over the world
iTeachER Experience at ERAU-W

Training

First Term Support

Observation
Developing Surveys
Developing Surveys

- Things to keep in mind for developing successful surveys
  - Step 1: Consider the subjectivity of your response scales.
  - Step 2: Match the “natures” of items and response scales.
  - Step 3: Check for necessary use of the opt-out option.
  - Step 4: Don’t lump specific numbers into general categories.
  - Step 5: Choose the meaningful categories for your items.
  - Step 6: Complete the three-point final review.
Developing Surveys Summary

- Develop training program that aligns with organizations outcomes and goals.
- Focus on the experience of those who completed the training.
- Focus on how training has impacted everyday job roles.
Review

- Keep organizations goals and mission in mind.
- Make sure the training represents what you want individuals to use on the job.
- Each Level has to be represented.
- Make sure to combine different Levels with one another.
- Training should be a benefit to overall organization.
Questions
Thank You!

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References